

April 2019

Island Life

Carol T. Wang
Worcester Polytechnic Institute

Georgina Constance Cromwell
Worcester Polytechnic Institute

Gillian Rose Cohen
Worcester Polytechnic Institute

Ryan T. Breuer
Worcester Polytechnic Institute

Follow this and additional works at: <https://digitalcommons.wpi.edu/iqp-all>

Repository Citation

Wang, C. T., Cromwell, G. C., Cohen, G. R., & Breuer, R. T. (2019). *Island Life*. Retrieved from <https://digitalcommons.wpi.edu/iqp-all/5453>

This Unrestricted is brought to you for free and open access by the Interactive Qualifying Projects at Digital WPI. It has been accepted for inclusion in Interactive Qualifying Projects (All Years) by an authorized administrator of Digital WPI. For more information, please contact digitalwpi@wpi.edu.

ISLAND LIVING

An Interactive Qualifying Project Report submitted to
the Faculty of Worcester Polytechnic Institute in partial fulfillment
of the requirements for the Degree of Bachelor of Science by

Ryan T. Breuer
Gillian R. Cohen
Georgina C. Cromwell
Carol T. Wang

Date:
April 29, 2019

Søren Ishøy & Hanne Lindblad
Island Living in a Global Age

Karen Oates & Guillermo Salazar
Worcester Polytechnic Institute

Abstract

This project assisted Island Living in a Global Age with their goal to strengthen the community on Møn through use of an online platform. The researchers, islanders, and sponsors engaged in an iterative, human centered design approach to build a platform prototype. After the final round of evaluation by the community, it was determined that the platform was a viable option, and recommendations were given for continuous future development of a full-fledged website.

Acknowledgements

We would like to thank the following individuals and organizations:

- Our advisors, Professor Guillermo Salazar and Professor Karen Oates for their continued support and guidance throughout the project.
- Professor Nicola Bulled, for her instrumental assistance in the design and development of this project.
- Our sponsors, Hanne Lindblad & Søren Ishøy from Island Living in a Global Age for including us in their organization's vision, inviting us into their homes, and showing us why the island of Møn is such a special place.
- The 8th and 9th grade students of Møn Friskole and Stege Skole, as well as all of our adult interviewees, for dedicating the time to participate in workshops and interviews in order to deliver valuable feedback about the web platform.
- The teachers of Møn Friskole and Stege Skole for welcoming us into their classrooms.

Executive Summary

Global trends in urbanization show a gradual decrease in the population of rural areas. Ties between older and younger generations are weakened as working age individuals move disproportionately towards urban areas from rural environments. These generational gaps cause a weakening of the relationships between community members, with the younger school age children becoming increasingly disconnected from the above 65 age bracket. This trend is seen in rural and remote municipalities in Denmark, where census data reveals a noticeable demographic shift of increased average age.

Møn, an island located in one such rural municipality, is an area that has experienced these demographic changes associated with urbanization. The total resident population on Møn has decreased from 10,294 in 2007 to 9,385 in 2017, showing an 8.8% reduction. The decrease in overall population size and the changing in the age of the populace is presently putting Møn at risk for significant rural marginalization. This effect is further driven by the growing gaps between the generations of island residents. Rural marginalization is a socioeconomic phenomenon that encompasses decreased representation in government, an overall weakening of the community's identity, and an increasing prevalence of social exclusion, a term used to describe a decrease in sense of belongingness.

Technology can be used to reduce these feelings of social exclusion. With social media and technology becoming popular modes of communication, mobile applications and websites have the potential to unite different generations in regards to communication. These types of technologies can then be used as solutions in bridging generational gaps. Engaging communication online can also translate directly to the development of relationships between community members as well as a personal feeling of belonging in online communities. Bridging generational gaps and strengthening the sense of belonging among groups of people can reduce social exclusion.

Island Living in a Global Age, a non-profit located on the island of Møn, is hoping to help mitigate this social exclusion and bridge generational gaps by bringing people together and fostering inclusion with their new web platform. The concept of the platform includes both highlighting media specific to the island and providing a place for discussion of topics and shared interests between island community members.

In coordination with Island Living in a Global Age, the goal of this project was to foster and strengthen the sense of local community on the island of Møn by assisting in the design, completion, and testing of a new online platform prototype. The project goal was achieved by completing the following objectives through the use of human centered design:

- Identify Platform Prototype Requirements
- Assess Web Platform Options
- Develop a Platform Prototype
- Evaluate the Platform Prototype

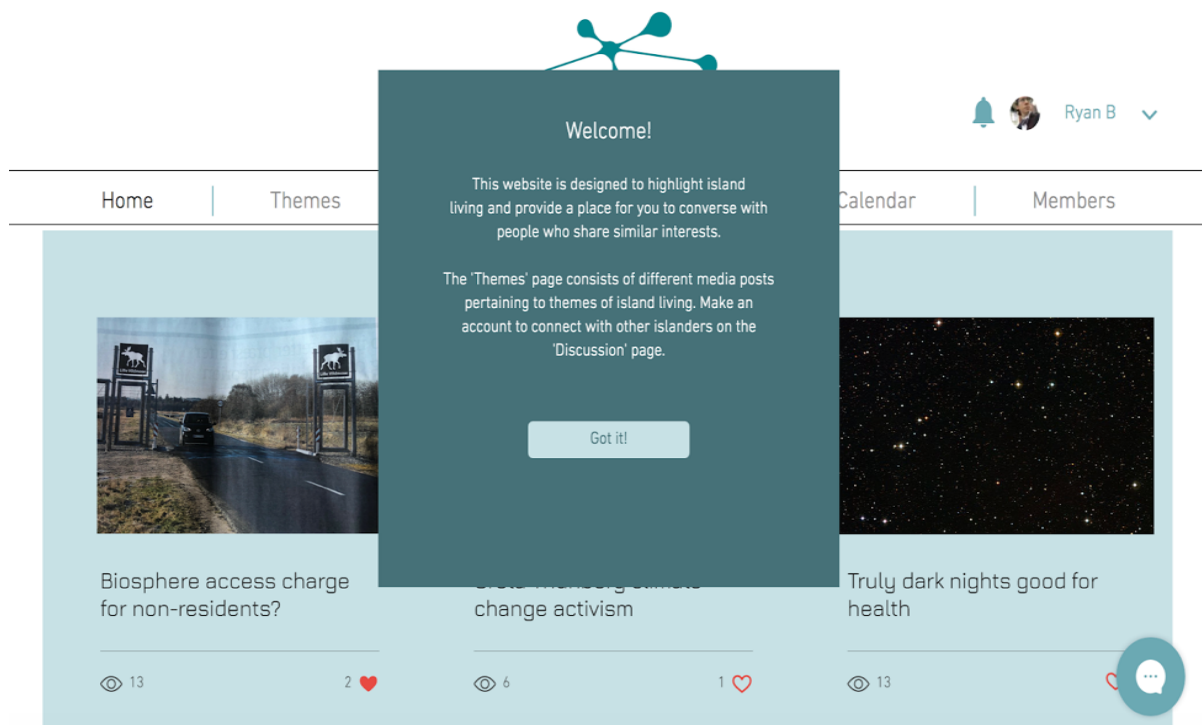
Research Methods

Human centered design was used as an overarching approach to the methodology because the concept involves the potential users of a piece of technology in every step of the design process. Feedback from the island residents was incorporated and implemented in each iteration of the platform prototype development.

The first objective was accomplished by conducting a semi-structured interview with the founders of Island Living in a Global Age. By coding the interview transcript through content analysis, a list of desired platform prototype features was compiled and organized by priority level. This list assisted the completion of the second objective. A number of commercially available web platform development tools were first identified, and then compared to the list of desired features. Features such as the ability to show media content and to power community discussion were prioritized in order to select the web platform that best suited the needs of the sponsoring organization over the course of the project.

Conceptual versions of the prototypes were developed using these different web platform development tools, and one was selected to further build into a complete website.

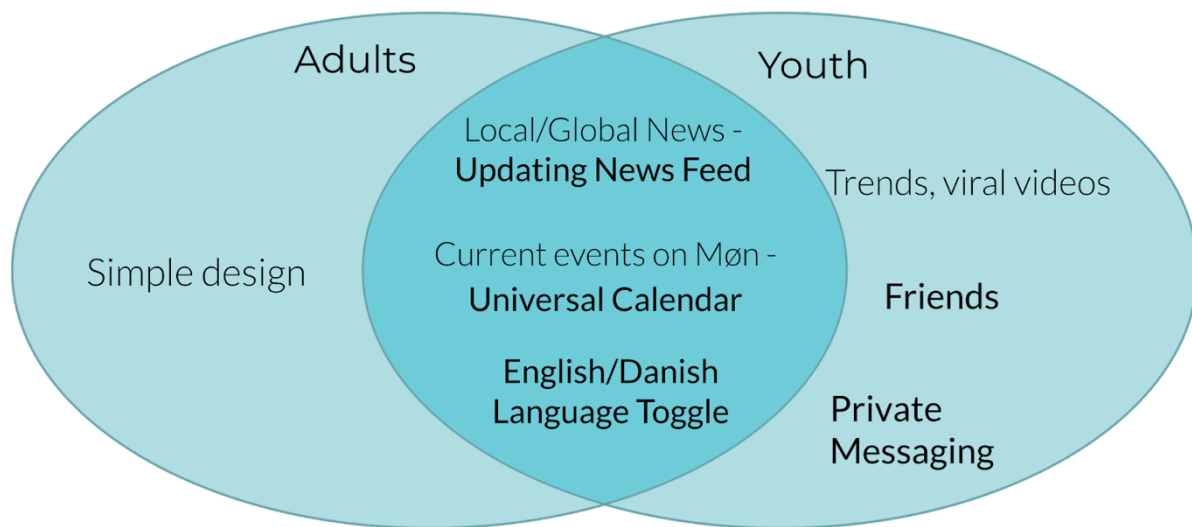
The third objective was completed by conducting workshops with students and adults to gain feedback on the initial platform prototype and the overall concept of a platform specific to the island. Their feedback was then incorporated into a second version of the platform prototype. This second version was tested through interviews with adult island residents in order to evaluate the platform prototype. Interviewees were given time to explore the prototype and complete an evaluation form, which was then compiled and coded to unveil any changes necessary as well as recommendations for the future. These final edits were applied to the platform prototype before presenting the completed product to the sponsoring organization. The welcoming screen for a first-time user of the final platform prototype can be seen below.



Introduction pop-up for a first-time user of the final platform prototype.

Results & Analysis

The interview with the founders of Island Living in a Global Age revealed that the web platform prototype should consist of content that provides a balance between media and discussions without mimicking a social media platform. The process of assessing web platform options resulted in the selection of Wix. This commercially available solution was determined to be the web platform development tool best suited to accomplish the goals of the project while still considering the scope of the study and the limited resources available. The workshops revealed that there was significant overlap in the features and content preferred by the youth and adults on the island, which can be seen in the figure below.



Summary of Results from Method 3.

While there were a few differences, both generations overwhelmingly desired constantly updated news relevant to Møn, the ability to learn about and plan events on Møn, and a place to meet and communicate with people who have similar interests. With the inclusion of the workshop feedback, the design of the final prototype incorporated the jointly desired features and was approved by island residents during the completion of our final objective.

Conclusions & Recommendations

The results showed that the platform prototype was able to meet most of the sponsor's requirements as well as the preferences of the researched island resident age groups. As this platform prototype was designed to engage people of all ages on the island, the website has the possibility of helping to strengthen the community identity on the island by assisting with the bridging of generational gaps. We have three main recommendations for the sponsoring organization in order to promote the future development and eventual implementation of the platform.

We first suggest that our sponsoring organization seeks funding to further develop the web platform. Securing funds will give Island Living in a Global Age a number of options in order to grow as an organization. One option is to hire professional web developers in order to develop the prototype. Another option is to hire professional journalists to create interesting and engaging media content to attract people to the platform on a regular basis. Funding will enable the hiring of young people to help maintain the website, which can help spread the popularity of the platform and the organization as a whole. We recommend that Island Living in a Global Age secures funding, weighs each option, and pursues them according to their short-term goals.

Secondly, we encourage Island Living in a Global Age to link this web platform with existing social media. Many older island residents use Facebook and many of the young people use Instagram. By advertising the platform on the different island Facebook pages and by creating an Instagram account for their organization, Island Living in a Global Age can more easily onboard people to their website and transition people into using the new platform as their primary source for island news and media.

Finally, we recommend that the sponsoring organization establishes a physical space to host events for the community. Both adults and youth on the island are looking for activities. Providing a place for people to engage in person can only help strengthen the

relationships that are formed online through the use of their new web platform. This physical space may require funding, the securing of which is discussed above.

Authorship

Meet the Authors

Ryan Breuer

B.S. Mechanical Engineering
Topsfield, Massachusetts



Gillian Cohen

B.S. Mechanical Engineering
South Windsor, Connecticut



Georgina Cromwell

B.S. Computer Science
Mukilteo, Washington



Carol Wang

B.S. Industrial Engineering
Framingham, Massachusetts



Statement of Contributions:

We would like to note that everything in this report has been reviewed by the team and that we have all done equal work in this report. Each section has a clear writer, but all sections have been looked over and edited by each team member. The Abstract was written by Gillian and edited by Georgie and Carol. Acknowledgements were written by the entire team. Executive Summary was authored by Georgie and edited by Ryan. The Introduction was authored by Gillian and edited by Ryan, Georgie, and Carol. Section 2.1 was written by Gillian and edited by Ryan. Section 2.2 was written by Ryan and edited by Gillian. Section 2.3 was authored by Carol and Georgie. Section 2.4 was written by Ryan and edited by Georgie. Section 2.5 was written by Ryan and Georgie. Ryan wrote Section 3.1 while Carol edited. Section 3.2 and 3.3 were authored by Carol. Section 3.4 was written by Georgie. 3.5.1 was written by Gillian and Ryan and edited by Carol while Section 3.5.2 was written by Georgie. Section 3.6 was authored by Carol and edited by Georgie. 4.1 was written by Carol, and 4.2 was written by Georgie. 4.3.1 was authored by Gillian and edited by Georgie and Carol. 4.3.2 was written and edited by Ryan and Gillian. 4.4 was written by Gillian. Chapter 5 was written by Gillian and Georgie and edited by Ryan.

Table of Contents

Abstract	i
Acknowledgements	ii
Executive Summary	iii
Authorship	ix
List of Figures	xii
List of Tables	xiii
Chapter 1: Introduction	1
Chapter 2: Background	5
2.1 Global Trends in Urbanization Cause Change in Local Demographics	5
2.2 Generational Gaps Cause Social Exclusion in Rural Communities	7
2.3 Bridging Generational Gaps and Fighting Social Exclusion Through Use of Technology	8
2.4 Fighting Social Exclusion Strengthens Community Identity	10
2.5 Strengthening the Community Identity on Møn	10
Chapter 3: Methodology	14
3.1 Developing a Human Centered Design	14
3.2 Project Objectives	15
3.3 Objective 1: Identify Requirements for Platform	16
3.3.1 Interview with Sponsoring Organization Founders	17
3.4 Objective 2: Assess Web Platform Options.....	18
3.4.1 Selection of Platform Options	18
3.5 Objective 3: Develop a Prototype	19
3.5.1 Student Workshops	19
3.5.2 Adult Workshops	21
3.6 Objective 4: Evaluate the Platform	23
3.6.1 Interviews	23
Chapter 4: Results and Analysis	26

4.1 Objective 1: Identify Requirements for Platform	26
4.2 Objective 2: Assess Web Platform Options	27
4.3 Objective 3: Develop a Prototype	30
4.3.1 Student Workshops	30
4.3.2 Adult Workshops	34
4.4 Objective 4: Evaluate the Platform	38
Chapter 5: Conclusions and Recommendations	41
5.1 Youth and Adults Share Wants and Needs for Platform	41
5.2 The Completed Platform Prototype Provides Features.....	42
5.3 The Completed Platform Prototype Can Help Achieve Project Mission	42
5.4 Recommendations.....	43
References	46
Appendices	52
Consent Statement	52
Adult Workshop Material	53
Student Consent Form	54
Participation Form & Statement of Rights	55
Evaluation Form	56
Platform Prototype: Iteration 1	58
Platform Prototype: Iteration 2	60
Platform Prototype: Iteration 3	62
Evaluation Form Raw Data	64
Student Website Drawings	65
E-Files	66

List of Figures

<i>Figure 1: Population shifts within Møn and Copenhagen in the Country of Denmark ...</i>	7
<i>Figure 2: Human Centered Design Iterative Process</i>	14
<i>Figure 3: Project Objectives</i>	16
<i>Figure 4: Research Methodology</i>	16
<i>Figure 5: Student Website Template Drawings</i>	31
<i>Figure 6: Summary of Objective 3 Results</i>	36

List of Tables

<i>Table 1: List of Platform Features from Sponsors</i>	27
<i>Table 2: Order of Elimination of Selection Process</i>	28
<i>Table 3: Feature Comparison of Two Final Platform Options</i>	29
<i>Table 4: Content Analysis Codes & Frequency: Youth Workshops</i>	32
<i>Table 5: Content Analysis Codes & Frequency: Adult Workshops</i>	34
<i>Table 6: Feature Analysis for Second Platform Iteration</i>	37
<i>Table 7: Averaged Scores for Evaluation Criteria</i>	38

CHAPTER 1

INTRODUCTION

Chapter 1: Introduction

Recent global trends in urbanization are showing an increasing movement of net population away from rural areas. Sociology researcher Georg Wiesinger identifies significant “over-aging and out-migration” in rural areas of Europe (Wiesinger, 2007, pp. 1). These changes in demographics are causing shifts in the economies and community identities of rural areas (Wiesinger, 2009). Generational ties are weakened as working age individuals move disproportionately towards urban areas from rural environments (Johnson, 2002). These gaps cause a weakening of the relationships between community members, with the younger school age children becoming increasingly disconnected from the above 65 age bracket (Campbell, Foltan, Murray, & Winsor, 2018). The population in rural areas is also ageing on average, meaning that the number of elderly individuals continues to increase while the number of younger persons holds steady (Rispling, Grunfelder, & Norlén, 2018). An example of this trend can be seen in the rural Danish municipality of Vordingborg, where the average age has increased from 42.6 in 2005 to 46.5 in 2019 (StatBank, 2019).

The overall Nordic region, and Denmark in particular, has experienced increased urbanization. Cities such as Copenhagen, Aarhus, and Horsens are projected to see strong population growth from now to 2030 while rural areas continue to experience an outflow of citizens, particularly of those considered of working age (Rispling et al, 2018). Møn, an island located south of Copenhagen in the Vordingborg municipality, is one such area that has experienced demographic changes associated with urbanization. The population on Møn has seen a 8.8% reduction between 2007 and 2017, which represents a decrease from 10,294 to 9,385 (StatBank, 2019). This rapid decrease, in combination with the increasing average age of the population, has caused significant changes in the demographics of the community on Møn (Campbell et al, 2018).

The reduction in overall population size and changing age composition of the populace is presently putting Møn at risk for significant rural marginalization, driven by the growing

gaps between the generations of island residents. Rural marginalization is a socioeconomic phenomenon synthesizing decreased representation in government and overall weakening of the community's identity. Among these factors, rural marginalization is also heavily associated with social exclusion, a term used to describe "a perceived deficit in belongingness" (Lin, Li, & Qu, 2017). In Fall of 2018, a team of researchers conducted interviews and focus groups with island residents to explore the changes which demographic shifts have caused in rural communities, and found indications of these factors acting on Møn. Common threads in their findings included pervasive frustration and feelings of isolation among younger generations, and fears from the older generations regarding the loss of Møn's unique culture (Campbell et al, 2018).

The nonprofit organization Island Living in a Global Age was founded in 2018 in order to combat social exclusion and the other negative ramifications of rural marginalization. The organization aims to unite the inhabitants of Møn through the use of an online communication and media platform. Their vision hopes to give those who live on the island a place to express their opinions, plan and share activities, and highlight current events happening in their community, as well as important aspects of island life. Currently, there is little published literature evaluating the efficacy of such a solution in communities like Møn experiencing these types of marginalization. However, there are distinct advantages to the use of this type of technology. Online platforms are accessible to both young and old, and can be managed collaboratively to promote interaction across age lines beyond simple online discussions (Fitzpatrick, Harley, Kurniawan, Vetere, 2009). Once implemented, it is the hope of the founders of Island Living in a Global Age that the platform on Møn will provide a place for people on the island to engage and strengthen their relationships in the community overall.

This project assisted in the design, completion, and testing of a new online platform. Through interviews with members of the sponsoring organization, the project team worked to develop a list of requirements for the final platform that met the community's needs. Next, in order to fully understand what factors contribute to the success of an online platform, web platform options that have been used for similar forms of communication

and engagement were researched and their features were assessed. Several prototypes were then developed using the requirements identified by the sponsors and the practical knowledge obtained by assessing different platform options. These prototypes were brought to the community, where they were evaluated and further developed during workshops with island residents. Finally, the co-developed platform was tested across the island of Møn, through final testing interviews.

CHAPTER 2

BACKGROUND

Chapter 2: Background

This chapter discusses how the shift in demographics caused by the movement of working-age people towards urban centers creates generational gaps in rural communities. It highlights the ability of technology to bridge these gaps and mitigate feelings of social exclusion.

2.1 Global Trends in Urbanization Cause Change in Local Demographics

Over the past several decades, there has been a global shift in population demographics, particularly in more rural areas. The recent emphasis on science and technology and the development of urban centers has drawn younger generations to the city and away from rural areas (Johnson, 2006).

Urbanization, a term referring to a population shift towards urban areas, appears to be most prominent in younger members of the adult population. As demographer Kenneth Johnson stated in a report on demographic trends in rural America, “net migration to and from rural areas has always been age selective” (2006, p.11). Although Johnson’s study was focused on demographic changes in the United States, his results corroborate trends noticed in other areas of the world. Johnson further argued that incidence of migration is highest for young adults, as many seek to leave the communities they grew up in to pursue higher education or higher paying jobs. Another reason for the dwindling number of young adults in rural areas is the declining numbers of rural births. Out-migration of individuals of childbearing age can have a marked impact on the size of a community over time, and couples who do choose to have children in small communities are having fewer babies than previous generations (Johnson, 2006, p.12).

Demographic shifts similar to those seen in rural America are occurring in other developed countries. The Council of Nordic Ministers included an entire theme on demography in their 2018 State of the Nordic Region report, and the results published align with those noted in Johnson’s 2006 study. There has been a noticeable shift in the average age of rural

populations in the past few years, which can be attributed to the recent trend towards global urbanization and the movement of youth towards large population centers. The report from the Nordic Council corroborated this shift, stating that population growth was expected across all Nordic countries until 2030, but that the highest rate of growth would take place in urban centers. In Denmark, “the strongest population growth is projected for Copenhagen, Aarhus and Horsens” although other less urbanized areas are also expected to see an increase in size (Rispling, Grunfelder, & Norlén, 2018).

Aside from the population shift towards urban centers, there has also been an increase in average age across the Nordic region (Rispling et al., 2018). However, the State of the Nordic Region report noted that this increase is primarily in the 65-79 age group and not in the 80+ age group. It is also noted that population aging between 2007 and 2017 has been least pronounced in large urban areas, and although the number of people aged 65 and above has risen, the number of young people and those of working age has either remained steady or declined across the region (Rispling et al., 2018, p.28-30).

People older than 65 tend to remain in rural areas, while those of working age continue to migrate towards cities. This tends to create age gaps in rural communities, contributing to their population decline. The trend of youth abandoning rural areas for the education and employment potential of urban areas is corroborated by University of Copenhagen’s Søren Kristensen (2002). Data collected from Denmark revealed a noticeable demographic difference between rural and urban areas. Adults aged 26-64 comprised 52.7% of the population in remote areas as opposed to 54.6% in all urban areas (Kristensen, 2002). Although there is no large difference between these percentages, the data shows enough of a discrepancy to note that there is a decreasing number of young adults and those of working age present in rural populations. The proportion of adults (age 26-64) is therefore smaller in rural areas compared to urban areas, showing that Denmark follows global trends in ageing rural populations.

The island of Møn lies in a rural municipality, and is therefore suffering from the same issues plaguing many remote areas of Denmark, such as an ageing population. Møn is

considered a rural area because it is located outside of a main town (Kristensen, 2002). Census data shows that Møn has lost 12.3% of its population from 2000 to 2017, and data from school district surveys show that there are nearly twice as many residents in the 60-79 age group as there are in the 7-25 bracket (as cited in Campbell et al., 2018). Figure 1 shows Møn's population loss in comparison to Copenhagen's population growth, further illustrating the effects of urbanization on both rural and city demographics. The number of young adults on the island is continuously decreasing as they move away from rural areas towards larger population centers, resulting in a lack of age diversity. Møn, like other rural areas, lacks options for higher education, so young adults must move towards urban areas for it. Because of shifts such as this, the population on Møn is largely split between the older age group (over 60) and the younger age group (below 25), and the two halves of the population have increasing trouble connecting socially. In summary, considering both overall population decline and increase in the proportion of older citizens, the island of Møn is presently demonstrating many of the demographic shifts associated with urbanization.

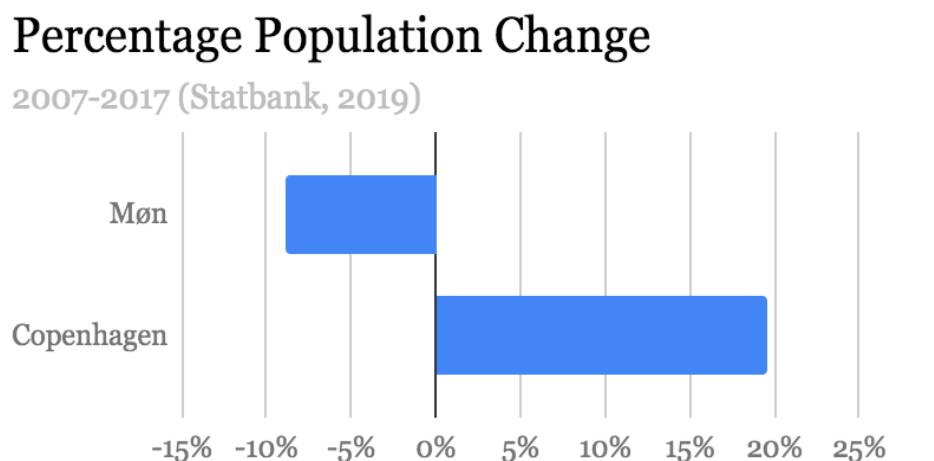


Figure 1. Population shifts within Møn and Copenhagen in the Country of Denmark.

2.2 Generational Gaps Cause Social Exclusion in Rural Communities

Urbanization, as well as the demographic shift that it brings, cause a growing degree of socioeconomic marginalization of rural communities. When base population growth is greatly outpaced by emigration from rural to urban areas, as is the case in Denmark, both

social and economic potential are lost with those moving to the city. Sociology researcher Georg Wiesinger identifies significant “socio-economic and cultural decline” in the “remote and less-favoured European regions” affected by urbanization (Wiesinger, 2007, pp. 1). As the population decreases, there is also proportionally less representation in government, which then leads to reduced funding for public services. Wiesinger’s framework defines the phenomenon of rural marginalization as a series of “problematic tendencies” characterizing the decline, “such as unemployment... out-migration, over-aging... rural poverty and social exclusion” (Wiesinger, 2007, pp. 1). For this project, out-migration and over-aging are identified as the driving demographic shifts, which serve both as identifiers and causes of other symptoms such as social exclusion. Social exclusion is a phenomenon understood as “a perceived deficit in belongingness” that “threatens one’s fundamental psychological needs such as... belonging, self-esteem, control and a sense of meaningful existence” (Lin, Li, & Qu, 2017).

On Møn, generational gaps cause significant social exclusion as a major symptom of its rural marginalization. While both the youth and older generations use technology to communicate within their own demographic groups, they seldom use the same platforms, and therefore are in poor communication with each other. This was noted by a study of the island conducted in 2018, as researchers described, “youth and adults use different forms of technology and media to communicate, increasing the imbalance . . . and further isolating the generations on Møn” (Campbell et al., 2018, p.10). Additionally, it was found that while Møn students do have existing social groups within their age demographic, they “made few connections [to people and ages] outside of these groups and felt unhappy with life on the island” (Campbell et al., 2018, p.10). This suggests that large-scale social exclusion exists between the youth and adults of the island of Møn.

2.3 Bridging Generational Gaps and Fighting Social Exclusion Through Use of Technology

In order to fight the social exclusion that exists between the youth and adults on the island, it is necessary to examine the reasoning behind these generational gaps. In the current age of technological advancement, social media has become a part of everyday life for both

younger and older generations. Facebook turns 15 years old in 2019, indicating that many youths do not remember a time without Facebook and related social media platforms. As a result, it is not surprising that millennials use social media more than older generations. Fifty-three percent of millennials check Snapchat daily, “which is three times more than Generation Xers and eight times more than baby boomers” (Manifest, 2018). However, a common misconception among people nowadays is that “baby boomers aren’t online” (Jafrey, 2018). Baby boomers “check Facebook more than millennials” (Manifest, 2018), and according to a study done by Google, “boomers and seniors spend more time online than they do watching TV” (Jafrey, 2018), indicating that older generations are just as capable of adapting to today’s advancing technology as younger generations are. In order to begin bridging generational gaps, it is important to understand the cause for these gaps. While “Snapchat and Instagram are the top social apps for teens” (EMarketer, 2018), “baby boomers continue to favor Facebook over the other social apps, mainly to stay in touch with family and friends” (EMarketer, 2018), showing that the main difference in communication between the two generations is based on preference. Because social media and technology are becoming popular modes of communication across many different platforms, “internet-based, mobile and pervasive computing solutions have the potential for re-engaging different generations in communication” (Fitzpatrick, Harley, Kurniawan, Vetere, 2009), and can be used as a solution in bridging generational gaps. Although “face-to-face communication remains the ideal way of communicating for all generations” (Venter, 2017, p. 505), digital communication is becoming increasingly accessible and convenient for all people.

In addition to bridging generational gaps, online platforms can help fight social exclusion. Social networking websites provide more than just a place for people of all ages to engage with each other. They also help strengthen individual social identities and interpersonal relationships through a newfound sense of belonging. A study conducted by Hung-Pin Shih and Echo Huang (2014) examined the connection between participation in online virtual communities and satisfaction felt from social interaction. The peer-reviewed study involved a survey of virtual community members that questioned how the users’ gauged their sense of freedom, transparency, and shared values within the virtual community.

Results indicated that the online forums allowed for a strong sense of control over an individual's own actions, which led to a stronger sense of acceptance within the online community. A strong positive correlation with a p value less than 0.001 and a high r squared value of 59.9 was found between a discovered sense of common values and members' satisfaction with the overall group consensus on discussion topics. These data indicate that high quality communication online can translate directly to the development of relationships between community members as well as a personal feeling of belonging in online communities (Shih & Huang, 2014, p. 638). Increased communication, as well as a sense of acceptance and belonging, are all factors that directly combat social exclusion.

2.4 Mitigating Social Exclusion Strengthens Community Identity

A shared community identity is weakened by social exclusion. Sociology scholars describe "local identity and solidarity" as a felt and shared sense of membership between residents of an area, as well as a shared sense of belonging to a location (Greider, Krannich, Berry, p. 265-266). The initial mechanism of forming this local identity is in informal socialization within the community. Further described are a number of "social-psychological characteristics of identifying with and belonging to a community," including considerations of security, integration, shared assurance of conviction, and feelings of care and trust. However, during significant changes to the community, residents become uncertain about "just what it is with which one is identifying," and experience less of the associated positive characteristics. A community with strong shared identity can more easily come together to face tragedy or adversity, such as the municipal restructuring that reduced Møn's representation in government, and subsequent reduction in funding. However, a community with identity weakened by social exclusion will struggle in the same scenarios, leading to a negative feedback loop and further damage to the community.

2.5 Strengthening the Community Identity on Møn

The island of Møn has a unique community identity, but that identity has been weakened by social exclusion and other marginalizing factors at the present time. Regarding the community identity of Møn, a study reports "distinctive features of the culture and lifestyle

of the residents including friendliness, helpfulness, open mindedness, creativity... [and] connection to nature” (Campbell et al., 2018). However, while their study found these strong and positive characteristics of Møn’s identity, evidence of that identity’s weakening was also discovered. The community at large is underrepresented in their municipal government, leading to a lack of faith that their government representatives have Møn’s needs in mind. A strong community identity is founded on trust, so when that trust is undermined, the identity is weakened. The sponsor for this project, the nonprofit organization Island Living in a Global Age, reports that one of the biggest insights from studies of the Møn community was the degree to which the youth of Møn feel isolated and excluded from the older generations and community at large (Ishøy & Lindblad, 2018, p.1). Overall, the community on the island of Møn is presently experiencing a weakening of community identity due to social exclusion and other marginalizing factors, which are driven by population decline and generational gapping.

Community identity can be strengthened by fighting social exclusion through bridging generational gaps. Increasing social engagement between generations is one proposed approach to addressing the overall social exclusion of the island. Sociology scholar, Schaefer-McDaniel (2004), synthesizes a framework model of social interactions that is useful to conceptualize how the community identity can be strengthened by creating opportunities for youth and adults to be engaged and involved together in community activities.

Island Living in a Global Age is hoping to strengthen their unique community identity through a new online web platform. It was noted in interviews conducted on Møn that the different generations of island residents use different technologies (Campbell et al., 2018). The older generation uses the island’s Facebook page and newspaper to find out about local events, while the younger generation uses applications like Snapchat and Facebook Messenger to communicate amongst themselves (Campbell et al., 2018). Snapchat and Facebook Messenger are dedicated to user interaction and communication, whereas Facebook and the newspaper act as sources of personalized local information. Island Living

in a Global Age is hoping to combine both of these types of technologies to provide a web platform specific to the island that both generations will want to use.

CHAPTER 3
METHODOLOGY

Chapter 3: Methodology

The goal of this project is to foster and strengthen the sense of local community on the island of Møn by assisting Island Living in a Global Age with the design, completion, and testing of an online platform prototype. The methodology used to accomplish this goal utilized a fundamental approach of human centered design in order to inform the project objectives.

3.1 Utilizing Human Centered Design

The research methodology follows a human centered design approach in order to facilitate the design of the online platform prototype for Island Living in a Global Age. This approach was followed in accordance with the intent for the final platform prototype to be informed by both the goals of the sponsoring organization, as well as the needs and preferences of the people of Møn.

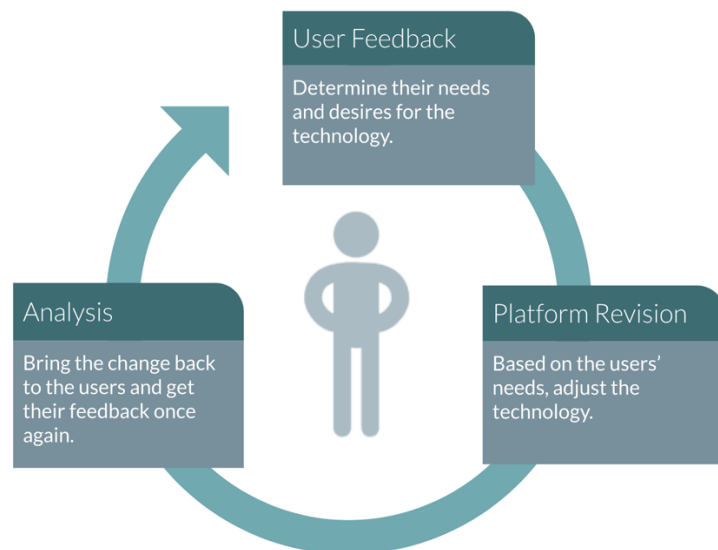


Figure 2. Human Centered Design Iterative Process

Functionally, the human centered design approach informs each of the steps in the development of the web platform. As shown in Figure 2, the process takes an iterative approach. Design cycles start with feedback directly from the intended end users. Revisions to the design are made based on this feedback. Analysis is then conducted to determine whether the revisions were successful in improving the design in alignment with the users' needs and desires. Finally, the designers return to the users for another round of feedback on the improved design, and the process can start again.

In the sphere of computer systems, programs, and interfaces, human centered design has emerged as a philosophy in opposition to traditional technology-focused design. Sharon Oviatt (2006) wrote for the Association for Computing Machinery international multimedia conference that “technologists believe that ‘users can adapt’ to whatever they build” (Oviatt, 2006, p.1). Human centered design philosophy instead holds that by beginning with an understanding of users’ “natural behaviour... interfaces can be designed that are more intuitive, easier to learn, and freer of performance errors” (Oviatt, 2006, p.1). Human centered design ensures that the product developed responds to the needs and practices of the end users. In this project, this has been achieved by involving the end users (Møn community members) in each stage of the design process through the development, revisions, and final testing.

An intuitive computer interface with high ease of use is extremely important when considering the wide age range of intended user demographics across the community of Møn, especially with an equal focus on youth involvement and bridging generational gaps. Available information discussed in the background indicates that the youth will have greater familiarity with different types of communication platforms, but may be uninterested if the platform developed does not offer something exciting and meaningfully different from the social media they already use. Similarly, the older generations could find the platform not useful to them, and in addition may be excluded if the platform is not intuitive and easy to use (Wang, Myers, & Sundaram, 2013, p. 409).

3.2 Project Objectives and Methods

The following objectives, which can be seen in Figure 3 below, were designed and executed to make use of human centered design philosophy and practices throughout the duration of the project.

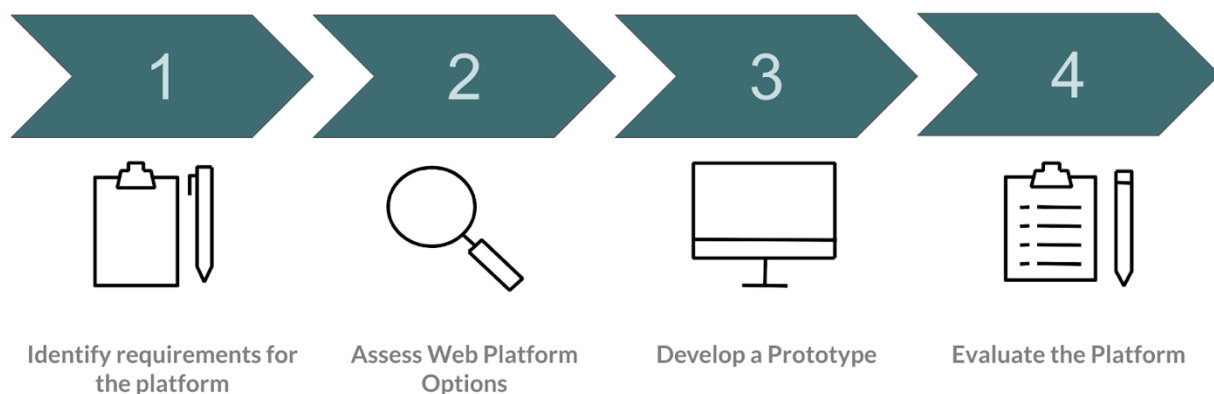


Figure 3. Project Objectives

One or more methods were used to obtain each of the project objectives. Figure 4 below displays the sequential human centered design approach within the methodology used in this research to attain the desired objectives. The methods are displayed below each numbered objective.

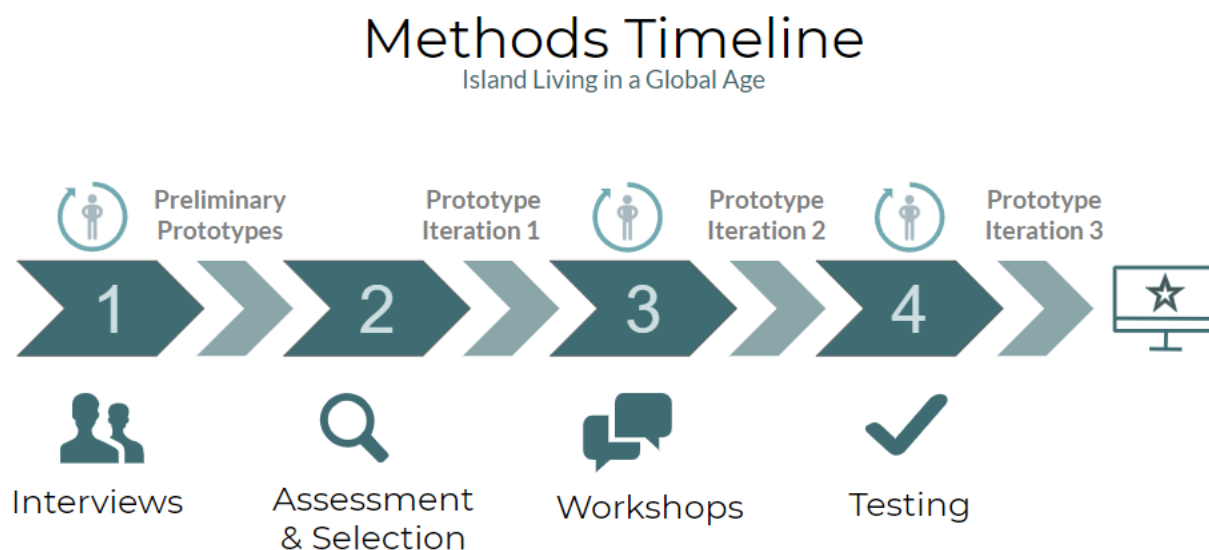


Figure 4. Methodology timeline including human centered design.

3.3 Objective 1: Identify Requirements for Platform Prototype

This objective was completed through the use of interviews. The following subsection details the reasoning behind choosing interviews, how the questions were designed, and how the data was analyzed.

3.3.1 Interview with Sponsoring Organization Founders

To accomplish this objective, the two founders of Island Living in a Global Age were personally interviewed together on March 11th for one hour. Because the organization presently consists of just the two founders, and the founders have a shared vision for the end goal of the project, it was determined that interviewing the two founders simultaneously was the most direct way to extract information about the initial requirements for the platform.

Interviews were chosen for identifying platform requirements to allow for more open discussion. A semi-structured interview in particular was chosen because it allowed the interviewees to have more control over the conversation and enabled a greater discovery of information (Gill, Stewart, Treasure, & Chadwick, 2008). The questions crafted for this interview were specifically about the desired potential features of the platform and were used as high-level prompts to spark discussion, during which further clarifying questions were asked in order to obtain more detailed information. The consent statement that was read prior to the interview is included in Appendix I, and the questions asked are listed below.

- What are going to be the main features of the platform?
- How would you like to see these features formatted?
 - Do you want a forum for news?
 - Do you want users to be able to react to posts and comment on them?
 - Do you want the social media portion to be a separate tab?

The interview was audio recorded and handwritten notes were taken with permission from the two participants. After the interview, the recording and notes were transcribed into a document. The transcripts were then analyzed through content analysis. A list of codes was created by reading through the transcription and searching for specific features mentioned during the interview. The codes were prioritized based on the features that were mentioned most frequently. With the codes, determining which of the online

platforms was best to prototype became clearer. These codes were used to inform the next step in the methodology.

3.4 Objective 2: Assess Web Platform Options

This objective was accomplished by researching commercially available web platforms and developing preliminary prototypes to determine the software most appropriate for this project. This section explains the steps that were taken to narrow down the list of web platform options.

3.4.1 Selection of Platform Options

A general idea of preliminary platform prototype requirements was gathered through initial video meetings with the sponsors and a basic understanding of the needs of the community in relation to the platform. The preliminary platform prototype requirements included a desire for easy communication between islanders and a way to distribute news and other media to the community at large, as an alternative to the local newspaper. Based on this preliminary list, three options were identified for the online platform. The three options were Discourse, WordPress, and Squarespace.

After the completion of methodology for Objective 1, a formal list of desired feature requirements for the online platform prototype was collected. This list of features was used to identify three further options for software solutions. Those three options were Ning, Craft CMS, and Wix.

While the sponsoring organization immediately eliminated two of the platform options based on personal experience and the need for a media page, each of the remaining four platforms entered the preliminary development phase. The preliminary development phase involved attempts at building basic websites that included the features requested during the interview conducted in Objective 1. The purpose of this initial round of prototyping was to determine which websites best suited the sponsor's needs, and which sites could be crossed off the list. Platforms that did not offer features determined to be high priority were eliminated. Ease of use and customizability were also considered for

each platform because these concepts were emphasized in the interview with the founders. Subsequently, the two website design interfaces that were too difficult to navigate were rejected. The remaining two web platform development tools were then used to build more complete website prototypes specific to Island Living. The list of features identified in the interview conducted with the founders was systematically compared to each web platform. These two platforms were then presented to the sponsors so they could determine which prototype should continue to be developed through workshops with the community on Møn.

3.5 Objective 3: Develop a Prototype

Workshops were conducted in order to meet this objective and complete the development of the initial prototype by involving the island community. Workshops were chosen because they allowed for an interactive experience with the potential users and provided a better chance to work alongside the community to determine what they would like to see in a web platform. Feedback from the workshop participants was then used to further adapt the prototype to meet the islander's needs and generate the final version of the prototype.

3.5.1 Student Workshops

In order to continue the human centered design process of developing the platform, workshops were conducted in two schools located on the island of Møn. The workshops included students between the ages of 14 and 18 from individual English classes chosen by the sponsoring organization and the school administration. The schools and classes visited are listed below.

Møn Friskole - Private school located in the town of Stege on Møn

8th Grade, one class, ~20 students

9th Grade, one class, ~20 students

Stege Skole - Public school in the town of Stege

8th Grade, three classes, ~60 students

Each workshop session was conducted using the same methodology. Each class consisted of approximately 20 students. The teacher of the class organized the students into four equal groups of around five students. Small groups were selected in order to encourage participation and input from students who may not have been comfortable speaking in larger groups. The teacher also identified any students who needed additional help in translating from English to Danish in order to ensure that those students were able to fully participate. The groups were organized according to the premise that the ideal number of people per group should fall in the range of five to eight (Krueger, Casey, 2009, p. 67). Furthermore, an odd number of group participants was selected in order to ensure that there was no even split in opinions.

To allow the students to participate in the workshops, two phases of approval had to be secured. First, the school administration signed a consent form that gave permission to involve the students. This was done in accordance with Danish protocol, which is that parents/guardians of students empower the school administration to give such consent. The consent form is shown in Appendix III. Second, the students were read a consent statement, shown in Appendix I.

To begin the workshops, one of the founders from Island Living in a Global Age introduced the activity and purpose of the workshop as a place to obtain valuable community input on the web platform prototype. The students were then split up into four groups. In order to encourage insightful feedback and set the focus of the workshop, the small groups discussed current social media habits and favorite websites as they were prompted by the questions shown below.

- Do you have friends that attend the other school on the island?
 - Is it difficult to communicate with them?
- Do you want to communicate with students from the other school?
- Do you use any social media platforms?
 - Which ones?

- If we were to launch a new online social media platform/news outlet for the island's use, would you use it?
- What type of content would you like to see on a platform of this sort?
- What would you not want to see on a platform of this sort?
- Do you have any questions?

After discussing for about 10-15 minutes, each group was assigned one of two activities. In the first activity, students were asked to draw a website on paper. The students were prompted to draw what they imagined a website that pertained to the island of Møn would look like, including colors, organization, and general content. The students were able to choose between a "Media" page or a "Community" page. After the drawings were completed, the students presented their ideas to their small group and were asked to explain what they saw as the most important part of their design, as well as their favorite features. The second activity revolved around the actual platform prototype. The students were given around seven minutes to explore the prototype on their individual laptops. Once they were done exploring, the small groups discussed the students' favorite and least favorite parts of the platform.

3.5.2 Adult Workshops

The purpose of these workshops, in keeping with the human centered design approach, was to help Island Living in a Global Age collaboratively select and develop a final platform prototype for use by the organization and the island residents.

Once again, the sponsoring organization was asked to select a group of seven Møn residents that represented a mixture of ages and genders. This number of participants was chosen because the University of Kansas recommends using 6 to 15 people in a workshop to ensure every participant is able to receive one-on-one attention ("Conducting a Workshop," 2018). The ages of group members ranged from 18 to over 65 in order to cover the entire scope of potential users. There was some inherent selection bias in the sample, though, as people who were more involved in the community were more likely to participate in workshops than those who were less involved. Attempts were made to

eliminate this bias by asking the sponsoring organization to contact a wide range of residents about participation in the workshops, but some bias likely still existed. Island Living sent out a general invitation to the community two weeks prior to the island visit, asking people to sign-up and commit to the one-day workshop.

The hour-long workshop began with a group discussion about social media use and interest in a website dedicated to Island Living. The questions included in Appendix II were presented in a semi-structured manner to the workshop participants, and differ slightly from the questions asked during the student workshops. Notes were taken by hand while the discussion was observed, and the discussion facilitators only intervened to answer clarifying questions or prompt more discussion.

The second part of the workshop allotted time for each participant to interact with the existing prototype on his or her own laptop or mobile device. Reactions were observed and any questions were answered while notes were taken by hand about which aspects of the site were unclear to the participants. Once finished, a discussion took place about the content of the different media themes, the style of the font, and the overall design aesthetics of the prototype. The group was then prompted with questions about their favorite and least favorite parts of the website, the most intuitive technical aspects of the platform, and what they would change if given the chance.

In addition to a group workshop with adults on the island, three one-on-one workshops were scheduled. This allowed for greater participation in workshops overall, as not all of the subjects interested in participating were able to be present for the group workshop. The one-on-one workshops had the same structure as the adult workshops, beginning with a semi-structured interview using the questions included in Appendix II. After the interview was conducted, the participant was given time to interact with the existing prototype on his or her own mobile device. Reactions were observed and any questions were answered. Once finished, the content of the different media themes, the overall design aesthetics, and the structure of the website was discussed.

Handwritten notes were taken throughout all workshops and were transcribed into a document afterwards. Content analysis was completed on the notes through a detailed coding process similar to that conducted in Objective 1, with the addition of new codes. The data from the workshops was coded according to specific themes and ideas pertaining to the type of content, structure of the website, and function of the individual platform features. Each code was then ranked by how frequently it appeared within the transcripts. Once the data was coded, the platform was edited to incorporate all feedback by prioritizing the features with higher code frequencies.

3.6 Objective 4: Evaluate the Platform

This objective was completed through the use of interviews. The following subsection details how the platform prototype was tested in the community.

3.6.1 Interviews

Once Objective 3 was completed, the initial prototype was updated with the workshop feedback to create a second prototype. This prototype was then evaluated through testing interviews. To begin, the website was presented to a new group of islanders. People who had previously been a part of the development process were not included in the testing of the final product. The interviews were able to indicate any faults in the developed platform, as well as any general user sentiments. The sampling frame contained anyone within the community on the island of Møn. Residents who were willing to explore and evaluate the platform prototype were selected as interviewees. Interviews were chosen as the method best suited for this objective because it helped to ensure that the platform still offered exactly what the community wanted after the first round of revisions.

The participants of the second round of testing were given an evaluation form to fill out during their semi-structured interview. The evaluation form is shown in Appendix V. The questions listed in the evaluation form helped to assist in properly differentiating a good review from a bad review (“Structured interviewing”, 2009). The questions in the evaluation form asked for opinions on content, ease of navigation, needs, engagement, and aesthetics.

Once the participants finished their forms, they were interviewed in a semi-structured fashion. The purpose of interviewing the participants after they had filled out the evaluation form was to ensure that any information that may have been missed in the form would be discovered in the interview. The reason why the interview was of a semi-structured type was because this type of interview allowed for the participants to speak more about their own thoughts outside the questions listed in the evaluation form.

For data collecting purposes, handwritten notes were taken. All notes were then typed up and analyzed, looking for sentiments regarding platform content, structure, and functions. Any trends or patterns in the collected data were noted. This method was chosen because it was the simplest, quickest, and most direct way to get the information needed.

CHAPTER 4
RESULTS & ANALYSIS

Chapter 4: Results and Analysis

This chapter presents the results obtained from the interview with the founders of Island Living in a Global Age that led to the development of a preliminary prototype for a web platform. It also presents the results of workshops conducted on the island of Møn that provided additional feedback in order to make the prototype more responsive to the community's preferences. Finally, it presents the analysis and development of the final version of the prototype.

4.1 Objective 1: Identify Requirements for Platform Prototype

Throughout working with Island Living in a Global Age, the founders of the organization have been clear about their goals and vision for the online platform. From the very beginning, they shared a vision to create a place where people of all ages could go to find information and initiate debates and conversations. The interview that was conducted to identify requirements for the platform was done in the context of their goals and vision. The founders spoke strongly about the importance of having a broad range of content, including individual themes that would be released every month to spark discussions, and having a wide variety of media types such as podcasts and polls. In this interview, the founders emphasized that although this platform would be a new place for community members to communicate, they did not want this to be another social media. After interviewing the founders of Island Living in a Global Age, it was clear that their ideal web platform would consist of content that is a balance between media and discussions, without mimicking a social media platform.

Following the transcription of the recording and notes from the interview with the founders of Island Living in a Global Age, a list of codes was created in order to identify and prioritize the full desired requirements for the web platform prototype. The codes were determined by reading through the written transcript of the interview with the founders for features that they mentioned wanting to see on the platform. The list of feature requirements is shown in Table 1 below, and the codes are ranked according to the level of

priority the sponsors assigned to each item. The priority was determined by emphasis and frequency of each coded feature within the interview transcript, and the finalized list was validated by the founders.

High Priority	Mid Priority	Low Priority
Ability to display themes	Tagging	Calendar
Comments <ul style="list-style-type: none">• Logged in to comment	“Layers”	Email database
Media content <ul style="list-style-type: none">• Videos, vlogs• Podcasts, polls	Prioritizing user feed based on interests	
Chronological content	Users searchable by interests	
User profiles	Share buttons for external media	
Ease of platform administration	Aesthetically pleasing design	
Ability to contact webmaster(s)		
Forum		
Mobile optimization		

Table 1. List of Platform Features from Sponsors, Ranked by Priority

4.2 Objective 2: Assess Web Platform Options

As mentioned in the Methods section of this report, a list of platforms was generated before arriving in Denmark. The list of platform options was narrowed down after the list of desired features from Objective 1 was determined from the interview with the sponsors. Discourse and WordPress were rejected immediately after the sponsoring organization expressed doubt about the platforms’ abilities to accomplish the project’s goal. Discourse was rejected because of its lack of ability to add media pages as well as its lack of visually appealing templates. WordPress was rejected because of concerns that sponsors expressed regarding ease of use. All of the decisions made in the preliminary round of platform evaluations can be seen in Table 2 below.

Platform Option	Decision	Primary Reason for Elimination
<i>List 1: Preliminary</i>		
Discourse	Eliminated	Primary Feature Failure: Incapable of Displaying Themes
Wordpress	Eliminated	Founder Preference, Outdated
Squarespace	Sustained	<i>N/a</i>
<i>List 2: Based on Founder Requirements</i>		
Ning	Eliminated	Difficulty of Administration: overwhelming interface
CraftCMS	Eliminated	Difficulty of Administration: heavy programming requirements
Squarespace	Sustained	<i>N/a</i>
Wix	Sustained	<i>N/a</i>

Table 2. Order of Elimination of Selection Process

Squarespace, the third option that was initially chosen, was kept as a possibility after the interview with the sponsors. Ning, Craft CMS, and Wix were added to the list of potential platforms based on the types of desired features that the sponsors had identified, but Ning and Craft CMS were rejected early during the first round of prototyping. Craft CMS was rejected before prototyping began because it required previous programming experience in order to utilize its full potential. While a basic website was initially built using Ning, it was rejected because it offered too much customization and had a complex, overwhelming user interface.

Squarespace and Wix were the two options remaining after the first round of prototyping started. The list of desired features obtained from the completion of Objective 1 was systematically compared to both platforms to determine which software offered the most features on the list. This comparison is seen below in Table 3, where features are colored corresponding to the priorities placed on the coded features in Table 1.

Features	Wix	Squarespace
Ability to display themes	✓	✓
Logged in to comment	✓	✓
Different media content	✓	✓
Chronological content	✓	✓
User profiles	✓	✓
Ability to contact webmaster(s)	✓	✓
Ease of Administration	✓	✓
Forum	✓	✓
Mobile optimization	✓	✓
Tagging	✓	✓
“Layers”	✓	
Prioritizing user feed based on interests		
Aesthetically Pleasing Design	✓	✓
Users searchable by interests		
Share buttons for external media	✓	✓
Calendar	✓	✓
Email database	✓	✓

Table 3. Feature Comparison of Two Final Platform Options

Working prototypes were created using both sites, and the sponsors were presented with both options to look over. As seen in the table above, Wix offered more desired features than Squarespace. Wix’s ability to provide different layers and categories of content in addition to its ease of use, aesthetically pleasing layouts, and multiple options for helpful add-ins made it the better platform option. Squarespace was ultimately rejected because of its slightly more rigid template structure, its less intuitive user interface, and its inability to

provide enough desired features. The website developed with Wix continued to be developed for Island Living in a Global Age, and became the first prototype iteration to be brought to the island for the workshops for Objective 3. Select screenshots of the platform prototype in this first iteration can be found in Appendix VI.

4.3 Objective 3: Develop a Prototype

This section presents the results and analysis from the workshops conducted on the island of Møn. The results are shown primarily as lists of codes from coded transcripts, as well as quantified instances of how often codes occurred. The analysis is organized into three groups of findings; youth, adults, and both combined.

4.3.1 Student Workshops

As part of the workshop, the students were given the chance to design their own website specific to Møn on paper. They were given around 10-15 minutes to draw templates of a sample website and what they believed should be on it. Approximately 60 drawings in total were collected from the student workshops. Three of these drawings are shown in Figure 5 below as examples. These three were chosen because they were representative of the larger data set, and because of the range of ideas presented in each drawing. Four other examples of student drawing are shown in Appendix X, while the remaining drawings are archived in E-files Appendix XI. During the workshop, each student presented their drawing to the rest of their small group, and important aspects of the drawings were recorded as part of the interview notes, which were later typed and coded. In this way, all of the student drawings were used to provide new creative ideas regarding the layout and structure of the platform, as well as the type of content the students wanted to see included.

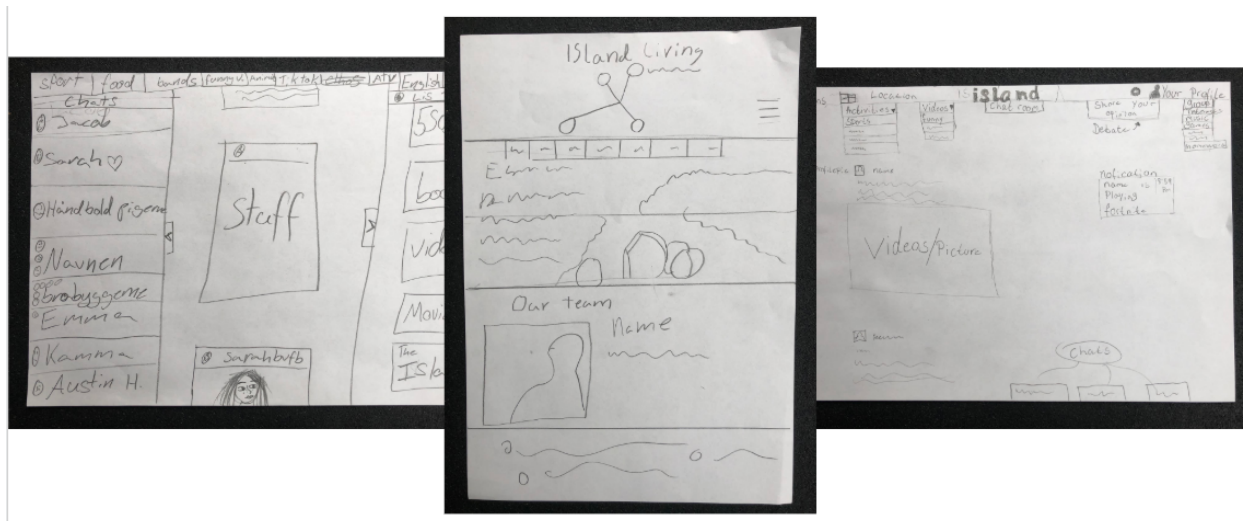


Figure 5. Student Website Template Drawings

Notes were taken during the entirety of the workshops in order to record the students' ideas on website appearance, usability, content, and other features. These notes were later typed into transcripts and content analysis was then performed. The list of codes seen in Table 4 below was created by analyzing the transcribed notes from the student workshops. The goal of the content analysis performed on the transcripts was to gather data about media usage habits among the younger generation, as well as to gain some initial feedback on the platform prototype. Codes were created based on prevalence of concepts in the written transcripts, although the entire contents of the transcript documents were considered for the purpose of understanding the general attitudes and ideas of the youth. The list of codes includes both important features and content that the youth repeatedly mentioned during the workshop as well as the main methods of communication between the island youth. The number of occurrences of each code for the student workshops is shown in Table 4 below, as well as its positive or negative connotation. The number of occurrences refers to the number of times each code was brought up in group discussion, and does not refer to each mention of the code by a single individual.

Code	Occurrence	
Facebook	7 positive mentions	12 negative mentions
Messenger	7 positive mentions	0 negative mentions
Snapchat	10 positive mentions	0 negative mentions
Instagram	5 positive mentions	1 negative mention
Communication	8 - communication between schools 2 - communication about clubs	9 - online communication 3 - in person communication
Interests	3 - generally positive 8 - gaming	8 - sports 1 - famous people
Design of Platform	6 positive mentions	3 negative mentions
Global Scale	5 positive mentions	0 negative mentions
Trends/Viral Videos	6 positive mentions	0 negative mentions
Content	1 mention of tourism 5 mentions of news	
Desired Features	6 mentions of a forum/discussion board 9 mentions of a chat feature 5 mentions of sharing to “friends”/individual people 3 mentions of marketing/selling things 10 mentions of an event calendar 11 mentions of dual language capability (English and Danish)	

Table 4. Content Analysis Codes & Frequency: Youth Workshops

Overall, the youth reacted positively to the design of media content, personal profile details, and the discussion sections. They expressed strong desires for dual language capabilities, a stronger calendar and events system, and more social-media features.

The most frequently-occurring codes from the notes transcripts were “event calendar” and “dual language capability”, which fall under the overarching code for desired features. One quarter of all codes in this category were for dual language, while the event calendar represented an almost equal amount. Students expressed strong interests in using the

platform as a way to discover and share events occurring in the community. Presently, community events are most often shared this way on Facebook, but the youth showed a clear aversion to using Facebook, with twelve negative mentions coded. Many of the student platform designs showed features to find and share events. Regarding “dual language capability”, the students clearly expressed that in order for the platform to be accessible by the greater youth population, the platform needed to have the ability to be toggled into the Danish language. While the English language skills of the youth in the workshops were not formally assessed, it was clear that the students participating represented a range of English skills, and that those with less skill had less desire to participate. Based on this feedback as shown in Table 4, it was determined that a language toggle between English and Danish, as well as a more robust calendar feature, were the most important changes for the next iteration.

In addition, the code frequencies show that the youth emphasized a desire for more social-media type features, such as “friends” and “chat/instant messages.” These results are reinforced by the high number of positive mentions of social media platforms which prioritize those features. Students indicated that they would potentially use the platform for communication and organization with friends from around the island. One example that was mentioned multiple times was the organization of a sports team unaffiliated with their schools. Corresponding codes, such as online communication and interests in sports, likewise occurred around eight times, which represents more than one third of the communication code occurrences.

Based on this feedback, it is clear that the addition of more social-media type features would be a strong way to make the platform more appealing to the youth and increase youth engagement. However, in the results for Objective 1, it was determined that this new platform is not intended to be a new social media modelled on current mainstream social media sites. Adding social-media type features would not meet the design requirements established in Objective 1. Therefore, Island Living in a Global Age decided that the next iteration of design would not include features of this nature.

4.3.2 Adult Workshops

The list of codes seen in Table 5 below was created by analyzing the transcribed notes from four adult workshops. The list is not the same as that used in the youth workshops, as the adults brought up different ideas and concepts in discussion than the youth. Codes were based on prevalence of concepts in the written transcripts, although the entire contents of the transcript documents were considered for the purpose of understanding the general attitudes and ideas of adults on the island. The list of codes includes both important features and content that the adults repeatedly mentioned during the workshop as well as the main methods of communication between the adults on the island that were brought up. The codes and the number of occurrences of each code for the adult workshops is shown in Table 5 below.

Code	Occurrence	
Facebook	10 positive mentions	4 negative mentions
Messenger	3 positive mentions	0 negative mentions
Snapchat	1 positive mention	0 negative mentions
Instagram	4 positive mentions	0 negative mentions
Website Design	2 positive mentions	1 negative mention
Communication	3 mentions of in person communication 8 mentions of online communication 3 mentions of communication by newspaper	
Content	1 negative mention 4 mentions of content for youth 4 mentions of news 3 mentions of cinema 1 mention of content related to municipal councils	
Desired Features	2 mentions of need for an app 1 mention of dual language capabilities (English and Danish)	

Table continues on the next page

Code	Occurrence
Calendar	9 positive mentions 1 negative mention 4 mentions of prompting for more detail 3 mentions of a universal calendar

Table 5. Content Analysis Codes & Frequency: Adult Workshops

Overall, the adult residents of the island expressed strong positive feelings about the use of the online platform for communication and the scheduling of events using the calendar. The adults reacted generally positively to the media content on the platform, and suggested priorities for future content.

The participants of the adult workshops showed a positive sentiment towards online communication and event scheduling. The highest number of code occurrences were for positive mentions of the calendar feature, and for online communication in general as a method to keep in touch with friends and family on the island. Three coded mentions of communication by newspaper were regarding the weekly island newspaper. The adults of the workshops explained that the newspaper is both too infrequent to be a reliable method to be informed regarding community events, as well as inconvenient due to the cost associated with its use. In comparison, the adults mentioned a small variety of online communication options which they used, including community Facebook groups, as well as specific newsletters for subcommunities. They showed interest in using the Island Living platform as a place to collect and share information from all of the disparate other platforms. The most important features of the platform, for it to serve this purpose, are those that show what is happening on the island, from news to events.

In contrast to the youth, who focused on features and functionality, the adults spent more time during the workshop discussing the various types of content they would be interested to see on the website. The most frequently occurring topics, which were coded, included information on the local cinema, island news, and media regarding the youth. This last coded topic, along with the significance that the group discussed the use of the platform for

online communication, indicated that the adults are interested in a place to engage and communicate with the youth of the island.

In summary, through content analysis of the workshop transcripts from both the adults and the youth, it was determined that the most important aspect of the website was the ability to see what is most recent, and what is happening right now. Adults and youth agreed that they do not want to see the same website every time they log on to the platform; instead, they hope to see new headlines and content whenever they visit the home page of the site. The data supports this finding. The youth sample showed a desire for trends and viral videos to be included on the website, as well as a desire for local and global news. The adults expressed a desire for a social media-styled news feed and a constantly updating calendar. These desired features show a want for a website that reflects the current needs and happenings in the community, so that islanders can be kept up to date about their home no matter their age or location on the island. The Venn diagram in Figure 6 displays a summary of the general data from both youth and adults, showing a selection of the most desired features and important content from each. The overlap area consists of the ideas that were brought up by both the adults and the youth.

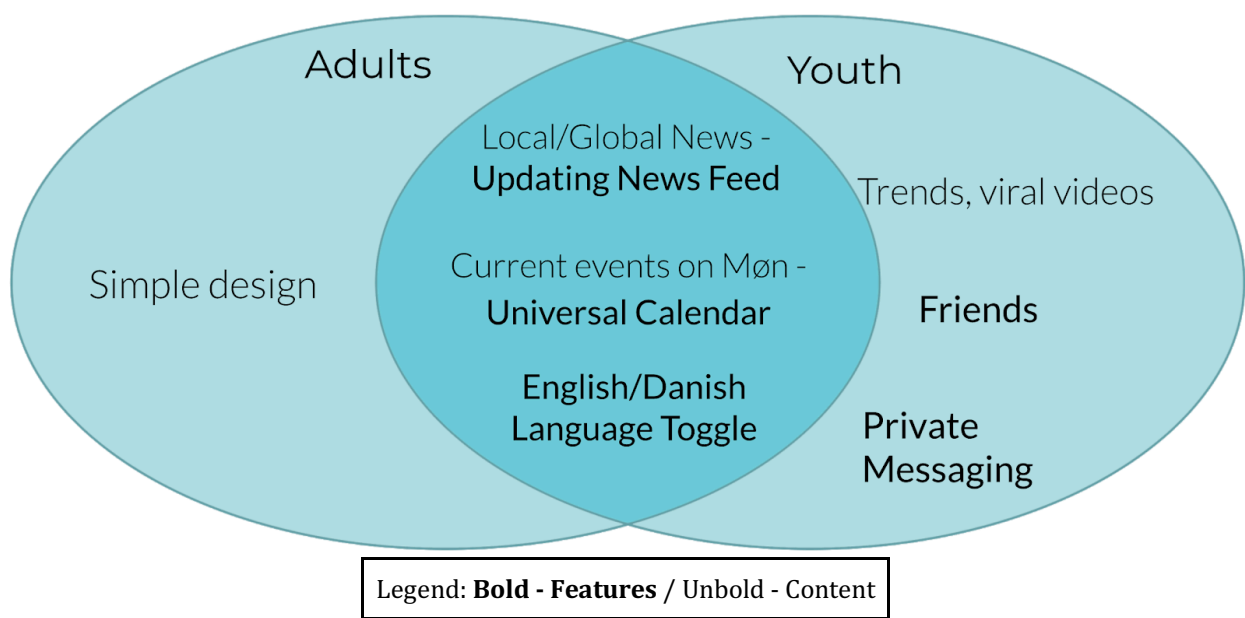


Figure 6. Summary of Objective 3 results.

The differing opinions between youth and adults regarding their desired features and content for the platform reflects the division noticed in the community. The youth wanted a more social-media-like interface and one-on-one interaction as part of the website, and the adults put a higher priority on keeping up to date with events happening on the island and the most recent news. However, the data strongly supports the hypothesis that the platform can be interesting and useful to both youth and adults. There is significant overlap between each group's desired content and features, as shown in Figure 6. In order to best leverage these results, it was determined that several features should be added to the next iteration of the website in accordance with the shared desires of both groups.

Potential features to be added were determined based on the analysis of the above results, as well as specific suggestions from workshop participants. A list of these features was then compared against the sponsoring organization's vision for the platform in order to make the final decision on whether the feature should be added. This comparison is shown below in Table 6.

Feature	Relevance to Users	Aligned with Sponsor Vision?
Home page with media, recent posts, calendar	Youth and Adults: Constantly updating news feed, events more accessible.	Yes. Homepage aggregates features that were directly determined from sponsor vision.
Danish/English Language Toggle	Youth and Adults: Site more accessible by community.	Yes. Better accessibility in target user groups improves engagement.
Google Calendar Integration	Youth and Adults: see current events, make calendar universal across Møn.	Yes. Additionally, integrating google calendar improves ease of administration, as well as sharing events between organizations.
Private Messaging	Youth: requested feature	Yes. Improves engagement and communication.
Friends	Youth: requested feature	No. Contrary to preference against strong social-media styling.
Global News	Youth: requested feature	No. Largely outside the desired scope for platform.

Table 6. Feature Analysis for Second Platform Iteration

After this comparison, the selected features included a “home” page featuring recent activity, an embedded Google calendar featuring events happening on the island, a language toggle between Danish and English, and the ability to send private messages between individual members. These features align with the mission of the sponsoring organization, and their vision for the platform: to unite the Møn community through discussion forums and news media regarding the island, and to facilitate the engagement of community members at events. These features were designed and implemented in order to prepare the second iteration of the platform prototype for Objective 4. Screenshots of the platform prototype at this stage can be found in Appendix VII, which show the features added or changed from the first iteration.

4.4 Objective 4: Evaluate the Prototype

A total of five criteria were used to evaluate the second iteration of the site. A total of six individuals, all adults, were interviewed. After being given a chance to explore the website and become comfortable with the prototype, each participant was asked to fill out an evaluation form where they were given the chance to rank each of the five criteria on a scale from 1 to 5, 5 being a high score and 1 being a low score. The results from the six participants were averaged for each category and are displayed in Table 7 below. The complete set of data can be found in Appendix IX.

Criteria	Averaged Score (out of 5)
Content	4.3
Navigation	4.2
Needs	3.8
Engagement	4.0
Aesthetic	3.7

Table 7. Averaged Scores for Evaluation Criteria.

All five criteria had similar average scores of about 4. In conjunction with the additional comments some participants chose to supply on the evaluation forms, it was determined

that the users were fairly satisfied with the platform overall, and that only minor changes would need to be made to the platform moving forward. The “aesthetic” and “needs” criteria were the lowest ranked, and therefore required more attention than the other categories. The low ranking for the aesthetic category was targeted as an area for improvement in the final revision. The “needs” category was more subjective than the other categories, and many of the lower scores were accompanied by comments about the content not currently covering the participants’ desired subject material. These comments are useful to the sponsoring organization as they look to develop the content of the website over time to make the information more relevant to the islanders. For the scope of this project, these comments were not prioritized.

CHAPTER 5
CONCLUSIONS &
RECOMMENDATIONS

Chapter 5: Conclusions and Recommendations

This chapter presents the conclusions drawn from the data presented in the results and analysis section, as well as the recommendations regarding future steps to be taken by the sponsoring organization beyond the scope of this project.

5.1 Both youth and adult generations want to learn about events to attend on Møn, and to meet people who have similar interests.

Though each group framed their desires differently, the results of the study show that both youth and adults most strongly wanted:

- To learn about and share events on the island
- To see local and global news relevant to the island, published by a trusted source
- To meet and communicate with other community members who share their interests

Regarding the design of the platform prototype specifically, the youth wanted a more social-media-like feel with associated functionality, while the adults wanted a more simple design layout.

Throughout the iterative design process of developing the web platform prototype, features were identified that could be added in order to meet the needs of both the youth and the adults on the island. Features that were added during the later iterations were identified according to the priorities and desires that both groups had in common, in order to ensure that the revisions would make the platform more interesting and useful for both youth and adults. The features were analyzed to determine whether or not they met with the sponsoring organization's overall vision for the platform before any changes were made to the site. The human centered design approach and associated iterative process made it possible for the platform prototype to meet the needs of potential users while still maintaining the sponsors' overall vision for the site.

5.2 The tested and delivered web prototype, built using Wix, is able to provide a platform for the desired features and content.

After the second version of the prototype was developed and the platform was brought back to the community for a final round of testing, the average scores revealed that all six of the interviewees felt generally satisfied with the platform. Since the scores averaged to around 4, only small changes were needed moving forward. This demonstrated that the platform prototype met the needs of the potential users.

It was determined after the second round of testing in the community that Wix as a web platform development tool provides enough functionality to support all of the present platform goals of Island Living in a Global Age. While the sponsors have suggested implementing artificial intelligence and machine-learning algorithms that would help the website learn which topics individual users should see in their feeds, the results of this study demonstrate that this level of personalization is unnecessary at the present time. The user-friendliness of Wix outweighs any extra customizability that could be achieved with a more complex platform. The sponsoring organization is presently limited in the degree of high-level programming ability available to them, which would be required to implement those more complex features. Therefore, for the needs of this platform and its users, Wix is sufficient. Furthermore, the delivered platform prototype has not yet exhausted the potential of Wix. Multiple additional features could be designed and implemented within the capabilities of the sponsoring organization in the near future.

5.3 This platform can help to bridge generational gaps and strengthen the community of Møn

Because the platform is able to meet most of the needs of all generations, it was concluded that the platform can be utilized by all people on the island. It is possible for the communication gaps between generations to be bridged when people of all ages use Island Living in a Global Age's platform to engage with each other. As more island residents begin to use the platform, the relationships between islanders of all ages will improve. The platform is able to provide media and news content, to host discussions and conversations between community members, and to collect information on island events in a calendar.

The main needs and desires of all potential users are being met with the development of this platform prototype, which means that it is possible for the platform to help Island Living in a Global Age accomplish their goal of strengthening the island community.

The following recommendations include a short list of potential areas of development within the organization that would help promote the use of the platform and ensure further success within the island community.

5.4 Recommendations

In order to continue development of the platform after the completion of this IQP, we recommend that Island Living in a Global Age seek funding so that more functionality can be added to the site and it can eventually be launched to fulfill its intended use as a community platform. Our sponsors intend to seek grant funding using the final prototype that we present to them, and we recommend that they use this funding to both build more custom features into the platform, and to commission high-quality Møn-specific media content. To assist in this process, we have designed a prospectus template, which highlights Island Living in a Global Age's vision and future goals. The location of the prospectus can be found in the E-files in Appendix VI. We hope that this document will serve as a starting point for a marketing proposal that will help them secure funds from potential investors. There are several features that community members suggested during interviews that are currently beyond the scope of the project, but that should be built in to the site before it is made available to the public.

The first feature that was suggested was to link the site with the existing Facebook page for Møn. This suggestion came from the adult workshop, as many adults on the island belong to the Facebook group. They felt that linking the two sites would help users to transition from using Facebook to using the new platform, as well as helping the platform to gain some publicity. We recommend that the sponsors take this suggestion, as we believe it would help to draw users to the site and would also encourage people to make the switch more gradually instead of immediately dropping a currently popular method of communication for a new site all at once.

The next recommendation is to build an Instagram profile that can be linked to the website. In this way, pictures, videos, and other media pertaining to the island can be easily displayed and can be widely shared by members of the platform. The gallery feature offered by Wix has some ability to display media, but would not be as wide reaching as Instagram. Instagram can be used to generate publicity and draw in users beyond the scope of people that the platform might otherwise reach, and also allows for a social media aspect to the website that might encourage users. The youth in particular mentioned Instagram as a popular form of media that they use to engage with others on the island. Linking some Instagram functionality to the website would offer the youth some desired social-media feel without changing the vision of the website.

The final recommendation that we have for our sponsoring organization is to find a physical space that can be associated with the online platform. A physical space would help to further foster and strengthen a sense of community on Møn by giving the platform users a place to host events and meetings. It would also encourage community members who connect online over shared interests to meet in person for further discussion. Furthermore, it would allow the youth to have a place to hang out outside of school or their homes on the island and would encourage deeper in person connections to form instead of relying solely on online communication. There is presently no community center of this type on Møn.

To assist Island Living in a Global Age

Overall, our team believes that Island Living in a Global Age will benefit from following these recommendations to support the success of both their online media/community platform, as well as the growth of their organization as a whole.

REFERENCES

References

Abras, C., Maloney-Krichmar, D., & Preece, J. (2004). User-centered design. *Bainbridge, W. Encyclopedia of Human-Computer Interaction. Thousand Oaks: Sage Publications, 37(4), 445-456.*

Average age by municipality and time. (2019). Retrieved from <https://www.statbank.dk/GALDER>.

Average age by municipality and time. (2005). Retrieved from <https://www.statbank.dk/GALDER>.

Civilized Discourse Construction Kit, Inc. (2018.). Discourse Features. Retrieved January 19, 2019, from <https://www.discourse.org/features>

Conducting a Workshop. (2018). Retrieved February 17, 2019, from <https://ctb.ku.edu/en/table-of-contents/structure/training-and-technical-assistance/workshops/main>

Creating Value in Online Communities: The Sociomaterial Configuring of Strategy, Platform, and Stakeholder Engagement. (n.d.). *Information Systems Research, 27(4), 704–723.* <https://doi.org/10.1287/isre.2016.0648>

Degurba - Eurostat, V.1.0. (n.d.). Retrieved from <https://www.dst.dk/en/Statistik/dokumentation/nomenklaturer/degurba---eurostat>.

EMarketer. (2018, August 30). Teens aren't using Facebook as much as millennials and Gen Xers - here's the social platform each generation uses the most. Retrieved from <https://www.businessinsider.com/top-social-media-platform-by-age-group-2018-8?r=UK>

Fitzpatrick, G., Harley, D., Kurniawan, S., & Vetere, F. (2009, April 04). *Age Matters: Bridging the Generation Gap through Technology-Mediated Interaction*. Association for Computer Machinery. Retrieved from <https://doi.org/10.1145/1520340.1520744>

Greider, T., Krannich, R. S., & Berry, E. H. (1991). Local identity, solidarity, and trust in changing rural communities. *Sociological Focus*, 24 (4), 263-282. Retrieved from <http://www.jstor.org.ezproxy.wpi.edu/stable/20831592>

Hamilton Viana Chaves, Osterne Nonato Maia Filho, & Armando Sérgio Emerenciano de Melo.

(2016). Education in Times Net Generation: How Digital Immigrants Can Teach Digital Natives.

Holos, 2(2), 347–356. <https://doi.org/10.15628/holos.2016.3611>

Jafrey, I. (2018, March 06). Social Media Matters For Baby Boomers. Retrieved from <https://www.forbes.com/sites/forbestechcouncil/2018/03/06/social-media-matters-for-baby-boomers/#ead0f074425b>

Johnson, K. (2006). Demographic Trends in Rural and Small Town America. Retrieved January 13, 2018 from <https://scholars.unh.edu/cgi/viewcontent.cgi?article=1004&context=carsey>

Keem, A. (2017, September 21). *How Baby Boomers Use Social Media [Infographic]*. Retrieved from <https://www.dailyinfographic.com/how-baby-boomers-use-social-media>

Kristensen, S. P. (2002). *Danish rural areas: Recent experiences and future trends* [Scholarly project]. Retrieved from http://ageconsearch.umn.edu/bitstream/157831/2/vol.2_4.pdf

Krueger, R. A., & Casey, M. A. (2009). Participants in a Focus Group. In *Focus Groups: A Practical Guide to Applied Research* (4th ed., pp. 63-81). Thousand Oaks, CA: Sage Publications.

Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010, February 03). *Social Media & Mobile Internet Use among Teens and Young Adults*. Millennials. Retrieved from <https://eric.ed.gov/?id=ED525056>

Lin, X., Li, S., & Qu, C. (2017). Social network sites influence recovery from social exclusion: Individual differences in social anxiety. *Computers in Human Behavior*, 75, 538-546. doi:10.1016/j.chb.2017.05.044

Lucas, B. (2005). Structured Interviews. *Performance Improvement*, 44(8), 39-. Retrieved from <http://search.proquest.com/docview/237237541/>

Manifest, T. (2018, February 27). Over Half of Millennials Check Snapchat Daily, Much More Than Boomers and Gen Xers. Retrieved from <https://www.prnewswire.com/news-releases/over-half-of-millennials-check-snapchat-daily-much-more-than-boomers-and-gen-xers-300604396.html>

Oviatt, S. (2006). Human-Centered Design Meets Cognitive Load Theory:. *Proceedings of the 14th Annual ACM International Conference on Multimedia - MULTIMEDIA 06*. doi:10.1145/1180639.1180831

P. Gill, K. Stewart, E. Treasure, & B. Chadwick. (2008). Methods of data collection in qualitative research: interviews and focus groups. *BDJ*, 204(6), 291–295. <https://doi.org/10.1038/bdj.2008.192>

Ransdell, S., Kent, B., Gaillard-Kenney, S., & Long, J. (2011). Digital Immigrants Fare Better than Digital Natives due to Social Reliance. *British Journal of Educational Technology*, 42(6), 931–938. <https://doi.org/10.1111/j.1467-8535.2010.01137.x>

Rispling, L., Grunfelder, J., & Norlén, G. (2018). *State of the Nordic Region 2018 Theme 1: Demography* (Nordic Council of Ministers). Retrieved January 13, 2018, from <https://norden.diva-portal.org/smash/get/diva2:1180256/FULLTEXT01.pdf>

Rufas, A., & Hine, C. (2018). Everyday connections between online and offline: Imagining others and constructing community through local online initiatives. *New Media & Society*, 20(10), 3879–3897. <https://doi.org/10.1177/1461444818762364>

Schaefer-McDaniel, N. J. (2004). Conceptualizing social capital among young people: Towards a new theory. *Children, Youth and Environments*, 14 (1), 153-172. doi:10.7721/chilyoutenvi.14.1.0153

Shih, H., & Huang, E. (2014). Influences of Web interactivity and social identity and bonds on the quality of online discussion in a virtual community. *Information Systems Frontiers*, 16(4), 627–641. <https://doi.org/10.1007/s10796-012-9376-7>

Structured interviewing : how to design and conduct structured interviews for an appointment process. (2009). *Public Service Commission of Canada*

Statbank. *Summary vital statistics (provisional data) by type of movement, region and time*. (2018). Retrieved from <https://www.statbank.dk/BEV22>.

Statbank. *Summary vital statistics (provisional data) by type of movement, region and time*. (2007). Retrieved from <https://www.statbank.dk/BEV22>.

Venter, E. (2017). Bridging the communication gap between Generation Y and the Baby Boomer generation. *International Journal of Adolescence and Youth*, 22(4), 497–507. <https://doi.org/10.1080/02673843.2016.1267022>

Wang, Q., Myers, M., & Sundaram, D. (2013). Digital Natives and Digital Immigrants; Towards a Model of Digital Fluency.(Report). *Business & Information Systems Engineering*, 5(6), 409–419. <https://doi.org/10.1007/s12599-013-0296-y>

Wiesinger, G. (2009). The importance of social capital in rural development, networking and decision-making in rural areas. *Revue De Géographie Alpine*, (95-4), 43-56.
doi:10.4000/rga.354

Zoltowski, C. B., Oakes, W. C., & Cardella, M. E. (2012). Students Ways of Experiencing Human-Centered Design. *Journal of Engineering Education*, 101(1), 28-59.
doi:10.1002/j.2168-9830.2012.tb00040.x

APPENDICES

Appendices

Appendix I Consent Statement

As a part of our IQP, we invite you to share your thoughts on web platforms and island living. The information we gain from this interview will help us determine the requirements for a web platform. The data we collect will be published in our final report, but it will not contain any names or any other identifiable information. This interview is completely voluntary and respondents may skip any questions they prefer not to answer.

Appendix II

Adult Workshop Material

Consent Statement:

As a part of our IQP, we invite you to share your thoughts on web platforms and island living. The information we gain from this interview will help us determine the requirements for a web platform. The data we collect will be published in our final report, but it will not contain any names or any other identifiable information. This workshop is completely voluntary and respondents may skip any questions they prefer not to answer.

Opening Questions for Adult Resident Workshops:

- What side of the island do you live on (Middle, north, south, east, west)?
- Do you have friends or family on the other side of the island?
- Is it difficult to communicate with the people who live on the other side of the island?
- Do you want to communicate with people on the other side of the island?
- Do you use any social media platforms?
 - Which ones?
 - If we were to launch a new online social media platform/news outlet for the island's use, would you use it?
- What type of content would you like to see on a platform of this sort?
- What would you not want to see on a platform of this sort?
- Do you have any questions?

Appendix III Student Consent Form

Dear Teacher:

We are students at Worcester Polytechnic Institute in Worcester, Massachusetts. We would like to invite your students to participate in a group interview, as part of a larger research project. We expect the group interview to take no longer than an hour. The interview will cover topics about current use of online platforms and reactions to platforms specific to Møn. The questions will be asked on behalf of Island Living in a Global Age. It is our hope that the data collected from the interview will help us to create an online platform for the use of the entire community of Møn.

Your students' responses to the interview will be kept confidential. No identifying information will be kept, although age and gender will be recorded. Only the research team will know the identity of the interview participants. The data will be used in publications and/or presentations. However, all identifying information will remain confidential.

Your consent and your students' participation are completely voluntary. Your student may withdraw at any time. There is no reward for participating or consequences for not participating. Questions about the study can be asked at any time before or during the interview. Any risks associated with participation in the study are no greater than those of daily living. We will also seek your students' consent to participate, and explain these same details, before he or she begins the interview.

For more information about this research or about the rights of research participants, or in case of research-related injury, contact:

Project Team Members: Ryan Breuer, Gillian Cohen, Georgie Cromwell, or Carol Wang at gr-islandlivingD19@wpi.edu

IRB Chair: Professor Kent Rissmiller, 508-831-5019, kjr@wpi.edu

Human Protection Administrator: Gabriel Johnson, 508-831-4989, gjohnson@wpi.edu.

There are two copies of this letter. After signing, please keep one for your records and return the other to the project team.

By signing below I give consent for the students of the class named below (list of student names to be attached) to participate in this study. If I am not the students' parent or guardian, I affirm that I have been legally empowered to give consent on their behalf.

School, Grade, and Class (please print)

Teacher Name (please print)

Teacher Signature

Date

Appendix IV

Participation Form and Statement of Rights

We are students at Worcester Polytechnic Institute in Worcester, Massachusetts. We are conducting a research project on behalf of Island Living in a Global Age to determine if there would be interest in releasing a new community/media platform for the entire island to use. As part of this project, we are conducting a series of interviews in order to gauge interest regarding this platform. We have asked you to participate because we believe you have unique knowledge of this issue and will be valuable to the project.

Before we begin, we would like to thank you for taking the time to participate in the interview which will last about 10 minutes. Your participation is entirely voluntary. You may refuse to discuss any question or terminate the interview at any time. With your permission we would like to record the interview. The tapes, notes, and subsequent transcripts of the interview will be kept confidential, and will be accessible by only the members of the team and our immediate faculty advisors. Your name will not be used in any subsequent report or publication without your permission.

If you consent to be interviewed at this time, we would ask that you indicate your agreement below:

I agree to participate in the interview.

Interviewee Signature

Date

Interviewee Name

Please initial for permission to record.

Interviewee Initials

Appendix V
Evaluation Form

1. Does the platform have content that you find useful?

Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1	2	3	4	5

Any additional comments?

2. Is the platform easy to navigate?

Very Difficult	Difficult	Indifferent	Easy	Very Easy
1	2	3	4	5

Any additional comments?

3. Do the functions of the platform serve your needs?

Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1	2	3	4	5

Any additional comments?

4. Can you see yourself using the platform to engage with community matters?

Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1	2	3	4	5

Any additional comments?

5. Do you find the aesthetic design of the platform visually pleasing?

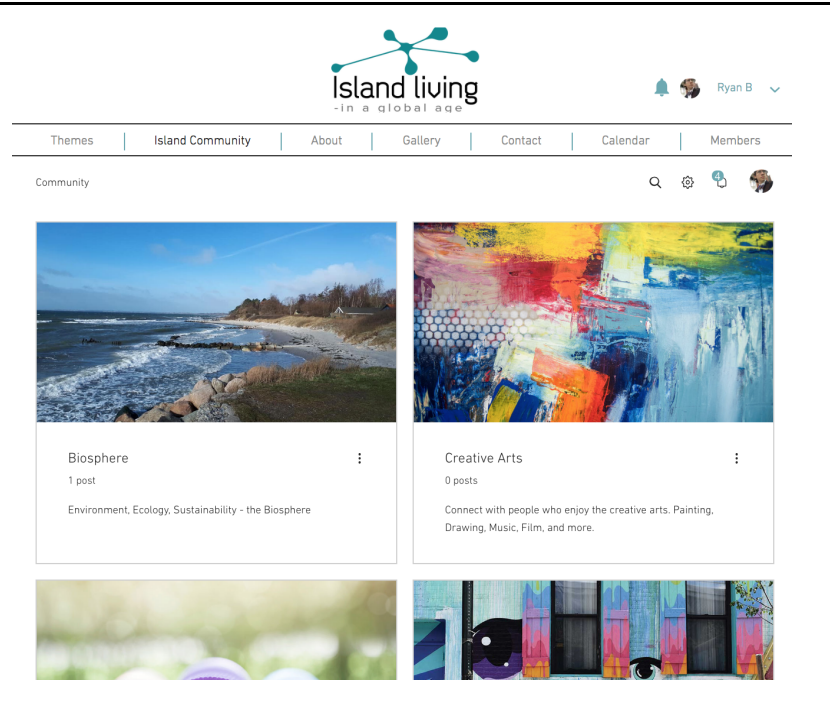
Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1	2	3	4	5

Any additional comments?

Appendix VI
Platform Prototype: Iteration 1

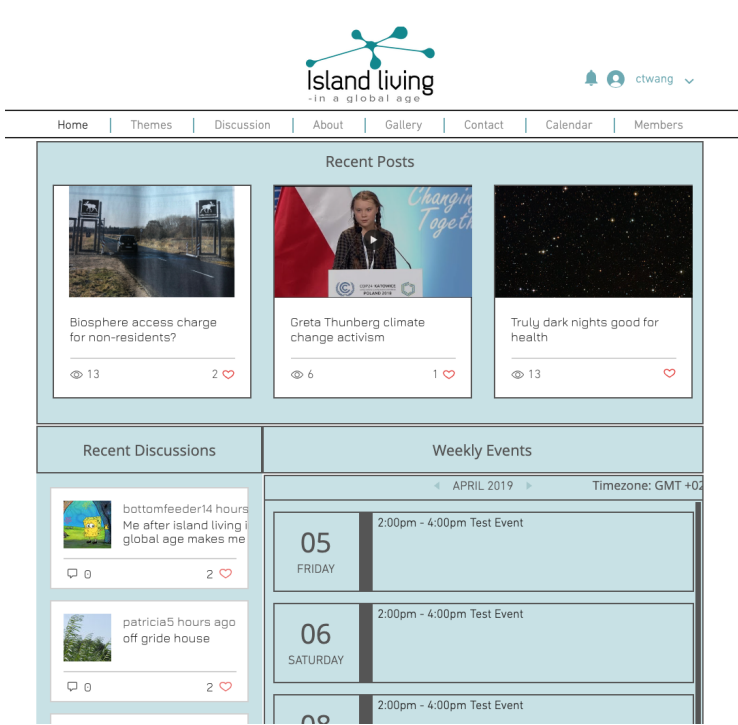
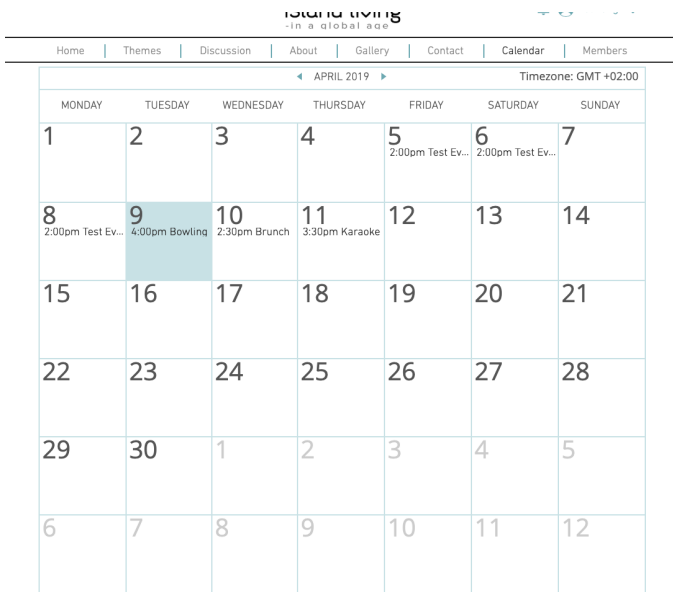
Media “Themes” Blog Page	
Originally the home page of the website at this iteration. This page displays various types of media, organized by themes that are relevant to life on Møn. At the time of development, example media posts were selected and used to populate the page.	
Community Discussion Forum Page	

The second most important page in this iteration was a discussion forum. Users, once logged into accounts, can make posts and comments within a variety of categories. Categories initially match the “Themes” from the media page, but additional categories can be added by administrators.



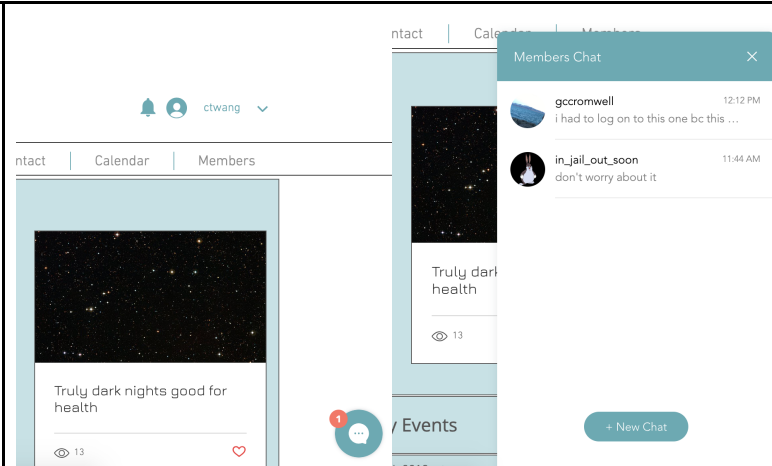
Appendix VII

Platform Prototype: Iteration 2

New Home Page	
<p>A new home page was built for the second iteration of the prototype. The page collected the most recent posts from both the media blog feed, as well as recent discussions on the forum. It also displays the current week's events from the calendar.</p>	
Updated Calendar Page	
<p>It was determined that the calendar was a very important feature. To improve functionality, an integrated Google calendar was added to the site. This calendar also powers the calendar feed on the home page.</p>	

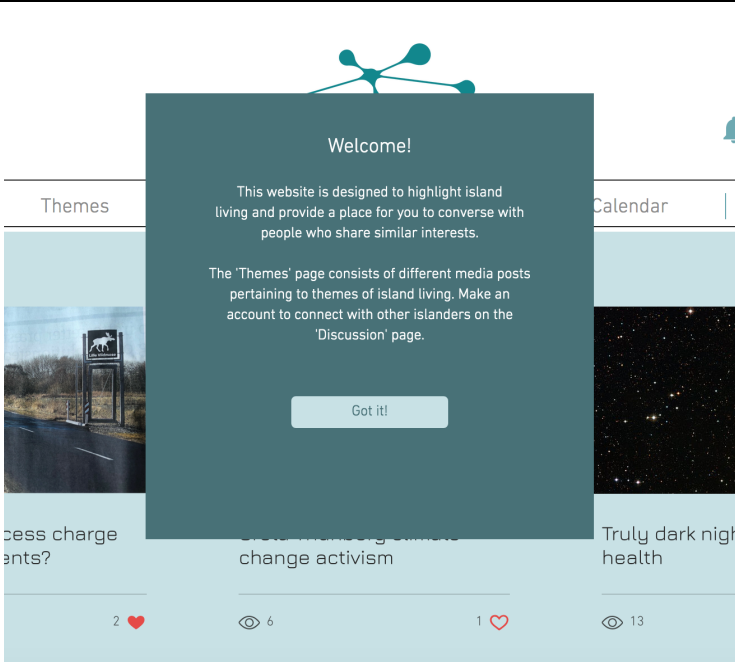
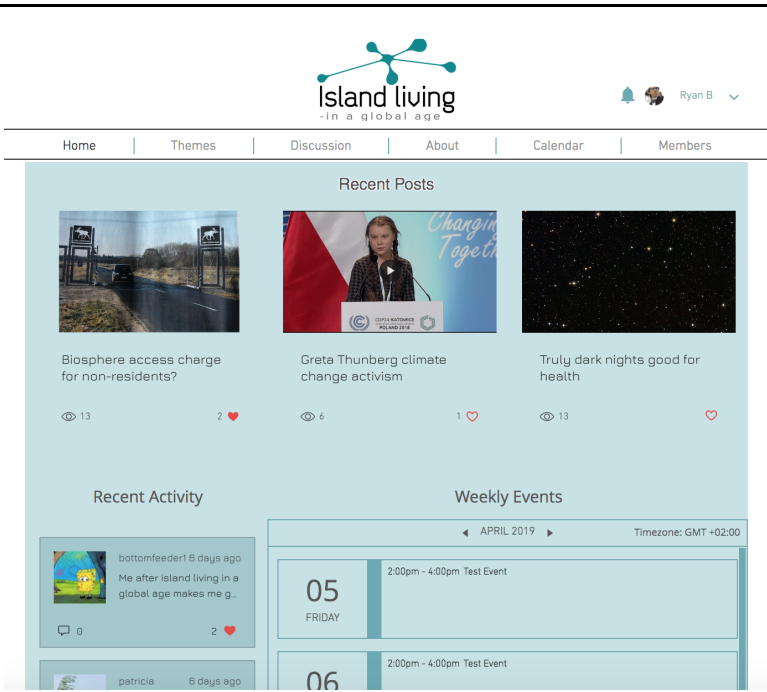
Instant Messaging

An instant messaging feature was added. It could be accessed by clicking a circular icon on the bottom-right of the website, which would then open the messaging window.



Appendix VIII

Platform Prototype: Iteration 3

Welcome Popup	
<p>A popup message was implemented in order to inform first-time users about the website.</p>	
Improved Homepage Design	
<p>The aesthetic design of the homepage was improved from the previous iteration.</p>	


About + Contact Page

Content that was previously spread across two seperate pages was combined.

Welcome to Island Living in a Global Age.
An NGO dedicated to giving Islands around the world a stronger voice through a united, activist community media platform.


Our ambition is to use the power of technology to

- strengthen our local democracy and debate
- give our youth a workplace to unfold talents, acquire new skills and take personal leadership
- give others insight into the wonder of island living



Hanne

Co-Founder



Send us a message, and we will get back to you as soon as we can. We value your input!

Name

Type your message here...

Email

Phone

Submit

Slotshøjvej 7, 4780 Stege
Vordingborg, Møn, Danmark

Tel 123-456-7890

Island Living in a Global Age

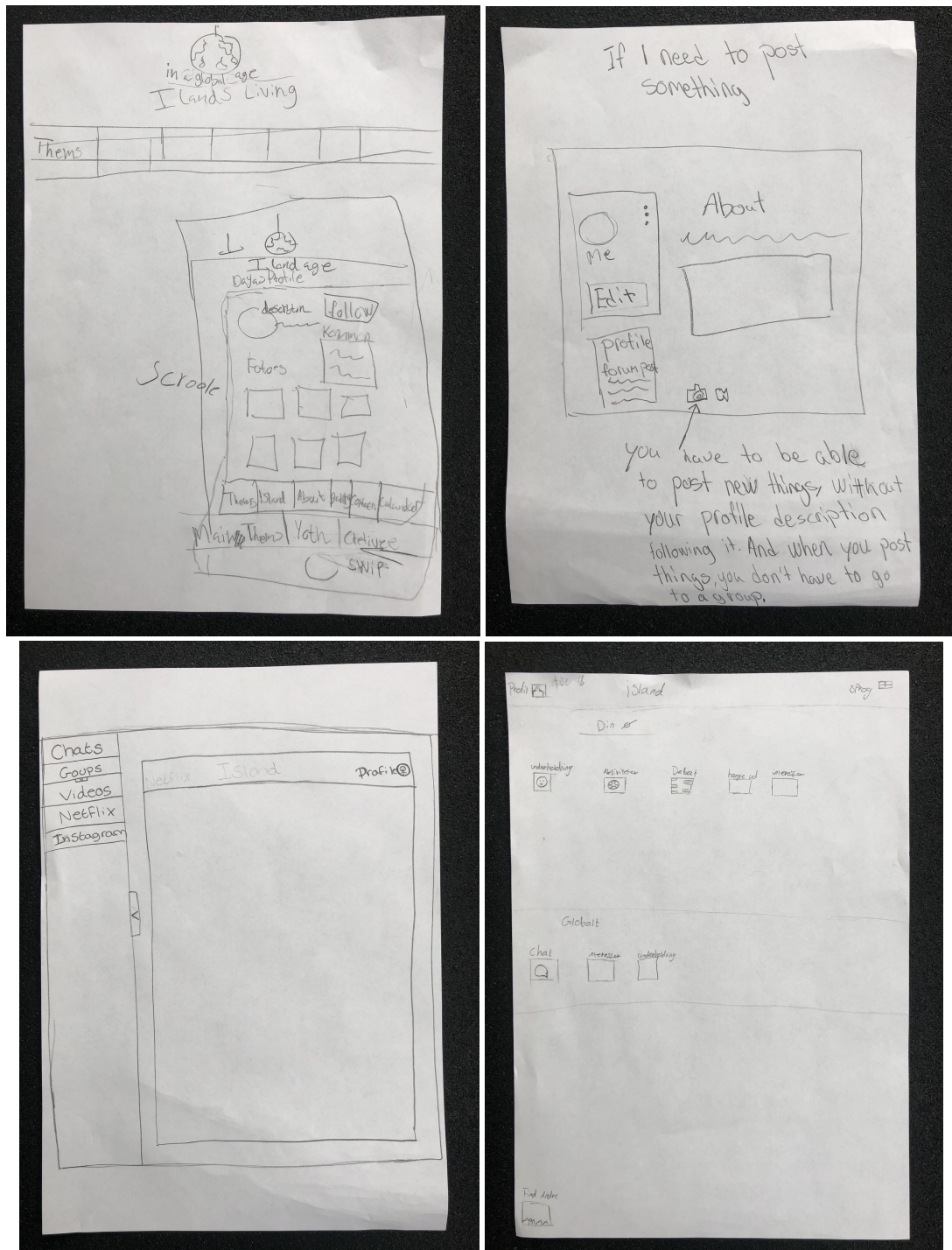
63

Appendix IX
Evaluation Form Raw Data

	Content	Navigation	Needs	Engagement	Aesthetic
Form 1	4	5	4	3	3
Form 2	4	4	3.5	4	4
Form 3	5	2	4	5	3
Form 4	5	5	4	5	4
Form 5	4	4	4	4	4
Form 6	4	5	3	3	4

This is the raw data collected from the evaluation forms used in the final interviews. The scores are on a scale of 1 to 5, 1 being strongly dissatisfied and 5 being strongly satisfied.

Appendix X Student Website Drawings



Appendix XI
E-Files

Description	File Name/Link
Link to Final Website	https://islandliving19.wixsite.com/mysite
Link to Student Drawings	StudentDrawingsArchive.zip
Link to Transition Document	TechnologyTransitionDocument.docx
Link to Prospectus Template	ProspectusTemplate.pdf